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MASSACHUSETTS
STATE NORMAL SCHOOL
AT WORCESTER.

Number 2052

REMARKS: April, 1886.

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~~Lowell~~ State Normal School
Catalogues
1874 – 1885
691
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MASSACHUSETTS

STATE NORMAL SCHOOL

AT

WORCESTER.

PROSPECTUS.

FIRST TERM (FALL AND WINTER),

1874-5.

WORCESTER:
PRINTED BY CHARLES E. NYE, 425 MAIN STREET.
1874.

STATE BOARD OF EDUCATION.

HIS EXCELLENCY THE GOVERNOR.

HIS HONOR THE LIEUTENANT-GOVERNOR.

Edward B. Gillett, A. M.	*Westfield.*
Rev. Phillips Brooks, A. M. . . .	*Boston.*
Henry Chapin, LL. D.	*Worcester.*
Rev. A. A. Miner, D. D.	*Boston.*
Gardiner G. Hubbard, A. M. . . .	*Cambridge.*
Rev. William Rice, A. M.	*Springfield.*
Constantine C. Esty, A. M. . . .	*Framingham.*
Rev. C. F. Hussey, ...	*Billerica.*

Joseph White, LL. D., *Secretary and Treasurer.*

Rev. Samuel C. Jackson, D. D., *Assistant Secretary.*

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Walter Smith, *Director of Art Education.*

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Hon. Joseph White, LL. D.

PRINCIPAL.

E. HARLOW RUSSELL.

PROSPECTUS.

INTRODUCTORY.

The following brief extract from the Thirty-seventh Annual Report (1872-73) of the Board of Education gives, in outline, a history of the establishment of this school:

"By the terms of a Resolve which went into effect on the 25th day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors, a tract of land of not more than five acres, to be located by the governor and council, within certain limits fixed in the Resolve. An appropriation of $60,000 was made upon the condition that the city of Worcester should pay to the Board of Education for the purposes named in the Resolve the sum of $15,000. This condition was promptly complied with. The tract was located by the governor and council, September 2, 1871. And on the 19th day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

"The tract of land located is upon Hospital Hill, in Hospital Grove (formerly so called), within a short distance from the new Union depot now in process of erection, a point at which, when the railroad arrangments now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished."

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The beautiful eminence upon which it stands commands an extensive and varied view of city, village and country, for many miles around.

DESIGN OF THE SCHOOL.

This institution, like the four other Normal Schools of the state, is maintained with a single object in view, namely, the thorough preparation of teachers for our public schools.

None therefore are admitted who do not intend to teach, and none will be encouraged to continue who do not show intelligence, aptitude, and enthusiasm for the work.

CONDITIONS OF ADMISSION.

The required age is, for young gentlemen, seventeen years; for young ladies, sixteen. Candidates must present certificates of good character; must have good health; must promise a faithful observance of school regulations; must declare their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

To such as intend to teach in the public schools of Massachusetts, whether residents of this state or not, tuition is free; those intending to teach in other states, or in private schools, are required to pay in advance $15 a term ($30 a year) for tuition. A fee of $2 a term in advance is required of each pupil, to meet incidental expenses. Candidates will also be examined in Reading, Spelling, Penmanship, Geography, Arithmetic, English Grammar, and History of the United States, and in order to be admitted, must show good attainments therein. The regular examination begins on the first day of each term, and pupils must be present at that time unless detained by actual sickness, or other imperative and unforeseen necessity.

The necessary stationery for the examination will be furnished by the school.

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The Board of Education, by a vote passed January 9, 1866, prescribed the following course of study for the State Normal Schools:

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Branches of Study to be Pursued.

FIRST TERM.

1. Arithmetic, oral and written, begun.
2. Geometry, begun.
3. Chemistry.
4. Grammar, and Analysis of the English Language.

SECOND TERM.

1. Arithmetic, completed; Algebra, begun.
2. Geometry, completed; Geography and History, begun.
3. Physiology and Hygiene.
4. Grammar and Analysis, completed.
5. Lessons once or twice a week in Botany and Zoology.

THIRD TERM.

1. Algebra, completed; Book-keeping.
2. Geography and History, completed.
3. Natural Philosophy.
4. Rhetoric and English Literature.
5. Lessons once or twice a week in Mineralogy and Geology.

FOURTH TERM.

1. Astronomy.
2. Mental and Moral Science, including the principles and art of reasoning.
3. Theory and art of Teaching, including—
   (1.) Principles and Methods of Instruction.
   (2.) School Organization and Government.
   (3.) School Laws of Massachusetts.
4. The Civil Polity of Massachusetts and the United States.

"In connection with the foregoing, constant and careful attention is to be given throughout the course to Drawing and Delineations on the black-board; Vocal Music; Spelling, with derivations and definitions; Reading, including analysis of sounds and vocal gymnastics; and Writing.

"The Latin and French languages may be pursued as optional studies, but not to the neglect of the English course.

"General exercises in Composition, Gymnasties, Object Lessons, etc., to be conducted in such a manner and at such times as the Principal shall deem best.

"Lectures on the different branches pursued, and on related topics, to be given by gentlemen from abroad, as the Board of Visitors shall direct, and also by the teachers and more advanced scholars.

"The order of the studies in the course may be varied in special cases, with the approval of the Visitors."

ADVANCED COURSE.

An Advanced Course for graduates of the regular course who may desire to prepare themselves for the higher departments of teaching, occupies two years more, and includes instruction in the higher Mathematics, the Latin, French, and German Languages, and other branches required to be taught in the High Schools of the Commonwealth.

Pupils who, on entering the school, have in view the completion of this higher course, may take a part of its studies in connection with a part of the branches in the regular course, and in this way, at the end of four years, be prepared to graduate from both courses simultaneously. This arrangement gives the students the benefit of the study of the languages in connection with the study of the other branches of the course.

THE PRACTICE OF TEACHING.

The art of teaching cannot be learned without practice. In addition, therefore, to the work of the study and the class-room, much attention will be given throughout the course to the observation of schools and to actual teaching. Arrangements now in progress will afford unusual advantages in this most important department of training, rendering it a prominent and characteristic feature of the school.

GOVERNMENT AND DISCIPLINE.

Pupils will be confronted with no code of rules. They will be cordially met, and treated with confidence from the start. At the same time, nothing short of regular attendance, good behavior, and full allegiance to the school in all its designs and interests, will be accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State for their improvement with that devotion and singleness of purpose which it deserves, and without which there can be no success.

INCIDENTAL ADVANTAGES.

The city of Worcester is rich in the means of culture, and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well arranged cabinets of the Lyceum and Natural History Association are open for inspection and available for the purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American history.

The Free Public Library, however, is the one which is most likely to be used by students of the Normal School. This consists of a large and well endowed reference library and of a circulating department which is generously supported. Connected with it are reading-rooms supplied with upwards of 175 papers and periodicals. The use of this institution is free in all its departments, and students are encouraged to avail themselves of its facilities and politely assisted in pursuing investigations.

RAILROAD FARES.

All the lines of railroad centering in Worcester will issue season tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school will be so arranged as to accommodate those who wish to come and go by the cars.

BOARD AND ROOMS.

There is at present no boarding-house connected with the school, but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, may be obtained at reasonable prices. The principal will be happy to assist all who apply.

Persons having rooms to rent or desiring boarders, will please notify the principal, stating particulars and giving references.

CALENDAR.

The school year comprises thirty-eight full weeks of study, equally divided into two terms, with a week's recess near the middle of each term.

The first term (Fall and Winter) will begin on Tuesday, September 15, 1874. The recess will occur Thanksgiving week. First term will end on Tuesday, February 2, 1875.

The second term (Spring and Summer) will begin on Tuesday, February 23, 1875.

INVITATION.

The parents and friends of the pupils, and all who are interested in the great cause of schools are cordially invited to visit this institution and observe its every-day workings for themselves.

The School Committees of the various towns in the vicinity are particularly and earnestly urged to make themselves acquainted with this school — especially designed, as it is, to aid them in their work of improving our public instruction — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their high calling.

Communications may be addressed to the Principal, P. O. Box 758, or to

HON. HENRY CHAPIN,
Chairman of Board of Visitors, Worcester.

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FIRST CATALOGUE AND CIRCULAR.

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TEACHERS.

E. HARLOW RUSSELL, PRINCIPAL.

(Late Principal of the Academy at LeRoy, N. Y.)

Miss REBECCA JONES.

(Late Principal of the Worcester City Training School.)

CHARLES F. ADAMS.

(Late Teacher in the Fitchburg High School.)

Miss FLORENCE FOSTER.

(Late Teacher in the New Haven, Conn., High School.)

Miss CARRIE W. STEVENS.

(Late Teacher in the Worcester Conservatory of Music.)

NOTE. Other teachers of well approved qualifications will be added to the present force, as the increasing numbers of students may require.

ABRAM EVERETT, JANITOR.

With Mr. Russell's Compliments.

STUDENTS.

FIRST CLASS—JULY, '76.

EXPLANATION. In the following catalogue, the asterisk (*) marks the names of those who have withdrawn on account of infirm health; the dagger (†), those who have withdrawn for other reasons.

NAMES.	RESIDENCES.
Adams, Carrie Maria	Worcester.
Andrews, Lizzie Josie	Worcester.
Athy, Frances Maria	Worcester.
Ball, Lydia Walker	Upton.
Bennett, Effie Lilian	Worcester.
Bigelow, Emma Abbie	Holden.
Boyd, Sarah Ann	Leicester.
* Brown, Florence Emily	East Douglas.
Brown, Hattie Abigail	East Douglas.
Browne, Evelyn Augusta	Upton.
* Browne, Ella Melora	Upton.
Bullard, Mary Augusta	West Sutton.
Buxton, Carrie Elizabeth	Worcester.
Carroll, Mary Ellen Cecilia	Worcester.
Casey, Ella Agnes	Worcester.
Chase, Bessie Alice	South Worcester.
Cheney, Florence Lilla	Worcester.
Cooper, Ella Maria	Worcester.
Coughlin, Katie Agnes	Worcester.
Crook, Harriette	Valley Falls.

NAMES.	RESIDENCES.
Damon, Annie Clifton	Holden.
Davie, Rebecca Harlow	Worcester.
Dearborn, Jennie Luliona	Worcester.
Drake, Susie	Spencer.
Fairfield, Helen Miranda	Worcester.
Farnum, Lizzie Southwick	Uxbridge.
Fogg, Lillie Sophia	North Sandwich, N. H.
Foley, Elizabeth Gertrude	Worcester.
* Forbes, John Perkins	Westborough.
Goddard, Ella Eudora	Worcester.
Grout, Clara Amelia	Quinsigamond.
Grover, Nellie Maria Eveline	Worcester.
Hall, Ella Eudora	South Worcester.
Hall, Milly J.	Upton.
Harrington, Mary Field	Worcester.
Houghton, Augusta S.	Sutton.
Hubbard, Edward Harvey	Fitchburg.
Johnson, Annie Devereaux	Worcester.
Kalaher, Helena A. M.	Worcester.
Kiley, Mary Angela	Worcester.
Lyford, Ella Jane	Spencer.
Lyford, Joseph Chauncey	Spencer.
McCann, Margaret Jane	Worcester.
McCloskey, Mary Teresa	Millbury.
McGone, Maggie Esther	Worcester.
McKay, Laura Adelaide	Worcester.
McKenna, Maggie Elizabeth	Westborough.
Maynard, Carrie Hamilton	Worcester.
Mirick, Lizzie G.	East Princeton.
Morse, Sibyl Jane	Worcester.
Murphy, Mary Elizabeth	Worcester.
Murray, Anna Maria	Worcester.
Newton, Marianna	Worcester.
O'Neill, Frances Mary	Worcester.
Packard, Lizzie Isabel	Grafton.
† Parker, Hattie Frances	Oakdale.
Proctor, Alice V.	Spencer.

NAMES.	RESIDENCES.
Russell, Ella Everett	Worcester.
Sherman, Minnie W. E.	Worcester.
Smith, Anna Maud	Worcester.
Thayer, Sarah Maud	Worcester.
Thwing, Hattie Urania	Worcester.
Tucker, Hannah Arabella	Worcester.
† Wade, Almina E.	Worcester.
Webber, Nellie Blake	Worcester.
Wedge, Minnie A.	Sutton.
Whiteman, Celia E.	LeRoy, N. Y.
Whitney, Jennie Abbie	Worcester.
Williams, Fanny Alberta	Worcester.

STATISTICS.

SUMMARY OF NUMBERS:

Young Gentlemen,	3
Young Ladies,	66
Total,	69

AVERAGE AGE:

Young Gentlemen,	19 years.
Young Ladies,	18.5 years.

CIRCULAR OF INFORMATION.

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The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The beautiful eminence upon which it stands commands an extensive and varied view of city, village and country, for many miles around.

The exercises of dedication took place on Friday, September 11, 1874, Hon. Henry Chapin, LL. D., chairman of the Board of Visitors, presiding.

A formal dedicatory address was delivered by Hon. Emory Washburn, LL. D., of Cambridge, and remarks were added by members of the Board of Education and others, after which a collation was served to invited guests.

On the following Tuesday (Sept. 15th), the school was opened to pupils, thus taking its place in the honorable line of educational institutions established and supported by the Commonwealth.

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"Lectures on the different branches pursued, and on related topics, to be given by gentlemen from abroad, as the Board of Visitors shall direct, and also by the teachers and more advanced scholars.

"The order of the studies in the course may be varied in special cases, with the approval of the Visitors."

The mere enumeration of branches, as above, gives but an inadequate idea of what is actually done in the school. The thought of teaching is a more or less prominent accompaniment of all the pupil's learning. It influences the mode and character of most of the exercises, and imparts a tone and zest to the whole work, difficult to describe, but which determines whatever of distinctive character the Normal school possesses.

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ACCOMMODATIONS AND EXPENSES.

There is at present no boarding-house connected with the school, but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, may be readily obtained. The principal will willingly assist all who apply.

The average cost of board (generally including room, fuel, light and washing) to those now in attendance, who are away from home, has been ascertained to be $4.17 per week.

The necessary incidental or miscellaneous expenses have averaged $4.42 for each pupil for the term.

These averages are believed to represent strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

STATE AID.

The Commonwealth has regularly appropriated the sum of one thousand dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. Should the appropriation be continued, this school will of course receive its proper share.

The State also gives the use of most of the text-books required in the course, as well as free access to a well-selected library of reference.

INVITATION.

The parents and friends of the pupils, and all who are interested in schools are cordially invited to visit this institution and observe its every-day workings for themselves.

The School Committees of the various towns in the vicinity are particularly and earnestly urged to make themselves acquainted with this school — especially designed, as it is, to aid them in their work of improving our public instruction — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their high calling.

Communications may be addressed to the Principal, 85 Prospect Street, or to

HON. HENRY CHAPIN,
Chairman of Board of Visitors, Worcester.

CALENDAR.

FIRST SCHOOL YEAR.

1874.

First term began . . Tuesday, September 15.

1875.

First term ends . . Tuesday, February 2.

VACATION, THREE WEEKS.

Second term begins . . Tuesday, February 23.
Second term ends . . Tuesday, July 13.

☞ A recess of one week occurs about the middle of each term.

SECOND SCHOOL YEAR.

1875.

First term begins . . Tuesday, September 14.

RECESS, THANKSGIVING WEEK.

1876.

First term ends . . . Tuesday, February 1.

VACATION, THREE WEEKS.

Second term begins . . Wednesday, February 23.
Second term ends . . Tuesday, July 12.

☞ A public examination will be held on the last day of each term.

APPENDIX.

QUESTIONS USED AT THE PRELIMINARY EXAMINATION,

SEPTEMBER 15, 1874.

These questions are printed merely to indicate, in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

GEOGRAPHY.

1. Name five States drained by the Mississippi River.
2. Where is Puget Sound? Samana Bay?
3. What is the latitude and the longitude of Greenwich?
4. How many degrees of latitude are there between the Equator and the North Pole?
5. How many degrees of latitude are there in the Torrid Zone?
6. What bodies of water are connected by the Suez Canal, and what is the advantage of it?
7. Name five of the largest cities in the world and the countries in which they are respectively situated.
8. What is remarkable about the tides in the Bay of Fundy?
9. What is the theory of volcanoes? Are they ever found far from the ocean?
10. Is there any difference between a degree measured on the Equator and one measured on the Tropics?
11. What are the Trade winds?
12. What route should you take to go around the world in the shortest possible time?
13. Where is Alaska and to what government does it belong?
14. Which is the farther North, New York or Rome?
15. How many degrees of longitude are there?
16. What is the diameter of the earth's orbit?
17. What event in Iceland has recently attracted attention?
18. Name the Atlantic States, with their capitals.
19. Draw an outline map of Massachusetts, locating Boston, Worcester and Springfield.
20. Name three articles of freight in most constant transit from West to East, and *vice versa*.

ARITHMETIC.

1. Add three million, twenty-four thousand, five hundred and six; two million, nine hundred and ninety-nine; and two hundred thousand, five hundred.
2. From 1,002,406 subtract 2,808.
3. Multiply 3040 by 3040.
4. Divide 1,000,000 by 25.
5. Divide 408,040 by 202.
6. $2\frac{2}{3}+\frac{1}{2}\frac{8}{4}+\frac{2}{3}\frac{4}{6}=?$
7. $2\frac{1}{2}\times 2\frac{1}{2}=?$
8. Change $\frac{3}{8}$ to a decimal fraction.
9. From 3,025 subtract .96.
10. From a cask containing 20 gal., 5 gal. 2 qt. 1 pt. were withdrawn. How much remained?
11. At $3 per rod, what will it cost to build a fence around a lot 8 rods long and 5 rods wide?
12. How many bottles holding 3 qt. 1 pt. each, can be filled from a cask containing $45\frac{1}{2}$ gallons?
13. How many yards of carpeting are required for a room 16′ 6″ long and 10′ 6″ wide?
14. A farm was bought for $4500 and sold so as to gain $900; what was the gain per cent.?
15. Sold a horse for $180, thereby gaining 20 per cent.; required the cost.
16. What principal will yield $75 interest in one year, 8 mos. at 6 per cent.?
17. When the rate of discount is 6 per cent., what will a bank pay for a note of $560, 2 mos. 12 days before it becomes due.
18. If 4 men in 8 days cut 48 cords of wood, how many cords will 5 men cut in 6 days?
19. Choose any one of these 4 examples and perform:
    - 1′. What is the length of the side of a square field containing an acre?
    - 2′. What costs a load of wood 6 ft. 6 in. long, 3 ft. 6 in. high, and 4 ft. wide, at $8 per cord?
    - 3′. How many sq. in. in the surface of a box, 6 in. long, 4 in. wide, 3 in. high?
    - 4′. A block is 16 in. long and 12 in. wide. What is the distance between opposite corners?
20. Answer two of the following questions:
    - 1′. How many cu. in. in a gal.?
    - 2′. " " grains in a pound avoirdupois?
    - 3′. " " miles in a degree?
    - 4′. " " pounds in a ton?
    - 5′. " " single things in a gross?

GRAMMAR.

1. Name four authors, two English and two American, who may be taken as authorities in the use of the English language.
2. Make a list of ten parts of speech.
3. Make another list reducing the number to eight, without essential omission.
4. Write a sentence containing at least five parts of speech, and name them.

"I am sure *that that that that* the teacher gave me to parse did not occur in yesterday's lesson."

5. Give the part of speech of each italic word in the above sentence.
6. Write a sentence containing two nouns of different classes.
7. Write one containing two pronouns of different classes.
8. Write one containing two adjectives of different classes.
9. Write one containing a transitive verb in the active voice.
10. Reconstruct your last sentence so that the verb shall be in the passive voice, without altering the sense.
11. Write four sentences containing, in turn, the verbs *lie, lay, sit, set,* used correctly in any of their forms.

"Alas! the red torch of war furnishes the only light in which we can clearly see the blessings of peace."

12. What rhetorical figure do you find in the above sentence?
13. Re-write the sentence, dropping the figure but retaining the sense.
14. Of how many propositions does the sentence consist, how are they connected, and what is the grammatical subject and predicate of each.
15. Give the part of speech of each word in the sentence.
16. Parse, in full, the third noun in the sentence.
17. Parse, in like manner, the second verb.
18. Compare the adverb.
19. Re-write the following sentences, correcting any errors and underlining those which you consider already correct:
    (*a.*) Between you and I there lies a quarrel.
    (*b.*) I am not sure that it is he.
    (*c.*) He hasn't come, I don't think.
    (*d.*) I expect that he is angry.
    (*e.*) Who is he writing to?
    (*f.*) Which of the two sons is the eldest?
    (*g.*) He had evidently drunk too much wine.
    (*h.*) I bought it of my wive's brother.
20. At what age do you think the study of grammar can be profitably begun?

HISTORY.

1. What four nations explored the territory which is now the United States?
2. What was the theory of Columbus with reference to his discoveries?
3. State what is meant by Old and by New Style.
4. When did Slavery begin, and when end, in the United States?
5. Explain why the colonists, prior to leaving England, very willingly paid the impost duty on tea sent from China, but rebelled against the tax on tea, exported from England to America.
6. What traits of character entitled Washington to the reputation he enjoyed.
7. Who was sent as minister to England, to discuss the conditions of a treaty, and who to France?
8. What political question was involved in the "Missouri Compromise"?
9. What was the "Munroe Doctrine"?
10. State the cause of the Mexican War.
11. Name two Generals, who distinguished themselves in this war.
12. What was repealed by the "Kansas-Nebraska bill"?
13. Who laid the first submarine cable, and between what two points?
14. Name the two cities most carefully guarded by the opposing armies during the late rebellion.

15. What advantage did the Union army derive from the battle of Bull Run?
16. What was the peculiar excellence of the "Monitors" used in the naval service?
17. What were the "Alabama Claims," settled since the war?
18. State two points of difference between the office of Senator and of Representative, in Congress.
19. What is the difference between a bill and a law?
20. Name the Departments of the Cabinet.

SPELLING.

1. grieving,
2. ankle,
3. foreign,
4. oneself,
5. practising,
6. melancholy,
7. rhythm,
8. larynx,
9. ridiculous,
10. speech,
11. lovable,
12. inflammation,
13. harelip,
14. palatial,
15. text-book,
16. tying,
17. mariner,
18. gaseous,
19. ostrich,
20. professor.

The average percentage of correct answers of the sixty-nine pupils admitted was 69.

Massachusetts

State Normal School

AT

WORCESTER.

SECOND CATALOGUE AND CIRCULAR.

1875.

MASSACHUSETTS

STATE NORMAL SCHOOL

AT

WORCESTER.

SECOND CATALOGUE AND CIRCULAR.

SECOND TERM (SPRING AND SUMMER),

1875.

WORCESTER:

PRINTED BY LUCIUS P. GODDARD, 425 MAIN STREET.

1875.

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Note. Other teachers of well approved qualifications will be added to the present force, as the increasing numbers of students may require.

ABRAM EVERETT, Janitor.

WITH MR. RUSSELL'S COMPLIMENTS.

STUDENTS.

FIRST CLASS—JULY, '76.

EXPLANATION. In the following catalogue, the asterisk (*) marks the names of those who have withdrawn on account of infirm health; the dagger (†), those who have withdrawn for other reasons.

NAMES.	RESIDENCES.
Frances Maria Athy,	Worcester.
Lydia Walker Ball,	Upton.
Effie Lilian Bennett,	Worcester.
Emma Abbie Bigelow,	Holden.
Sarah Ann Boyd,	Leicester.
† Ella Melora Browne,	Upton.
Mary Augusta Bullard,	West Sutton.
Carrie Elizabeth Buxton,	Worcester.
Mary Ellen Cecilia Carroll,	Worcester.
* Florence Lilla Cheney,	Worcester.
Ella Maria Cooper,	Webster Square.
Katie Agnes Coughlin,	Worcester.
Harriette Crook,	Valley Falls.
Jennie Luliona Dearborn,	Worcester.
Ella Eudora Goddard,	Worcester.
Clara Amelia Grout,	Quinsigamond.
Annie Devereaux Johnson,	Worcester.
Helena Adelaide Marie Kalaher,	Worcester.
Mary Angela Kiley,	Worcester.
Ella Jane Lyford,	Spencer.

NAMES.	RESIDENCES.
Joseph Chauncey Lyford,	Spencer.
Mary Teresa McCloskey,	Millbury.
Laura Adelaide Mackay,	Worcester.
† Lizzie Gertrude Mirick,	East Princeton.
Mary Elizabeth Murphy,	Worcester.
Marianna Newton,	Worcester.
Alice Vara Proctor,	Spencer.
Ella Everett Russell,	Worcester.
Minnie Willietta Sherman,	Worcester.
Hattie Urania Thwing,	Worcester.
Hannah Arabella Tucker,	Worcester.
Nellie Blake Webber,	Worcester.
Minnie Ann Wedge,	Sutton.
Celia Eliza Whiteman,	LeRoy, N. Y.
Fanny Alberta Williams,	Worcester.

SECOND CLASS—FEBRUARY, '77.

Carrie Maria Adams,	Worcester.
Lizzie Josie Andrews,	Worcester.
Ida Frances Boyden,	Oakham.
Florence Emily Brown,	East Douglas.
Hattie Abigail Brown,	East Douglas.
Ella Agnes Casey,	Worcester.
Bessie Alice Chase,	South Worcester.
Annie Clifton Damon,	Holden.
* Josephine Darling,	Uxbridge.
Rebecca Harlow Davie,	Worcester.
Susie Drake,	Spencer.
Ellen Montgomery Fitts,	Worcester.
Lillie Sophia Fogg,	North Sandwich, N. H.

NAMES.	RESIDENCES.
Elizabeth Gertrude Foley,	Worcester.
Nellie Maria Eveline Grover,	Worcester.
Ella Eudora Hall,	South Worcester.
Milly Jane Hall,	Upton.
Anna Elizabeth Harrington,	Worcester.
Mary Field Harrington,	Worcester.
Gertrude Hawkins,	Fitchburg.
Augusta Seaver Houghton,	Sutton.
Olive Rice Jenks,	Spencer.
Mary Anne Kean,	Worcester.
Gertrude Mitchell King,	Nantucket.
Eva Arabella Lord,	Templeton.
Margaret Jane McCann,	Worcester.
Maggie Esther McGone,	Worcester.
* Maggie Elizabeth McKenna,	Westborough.
Carrie Hamilton Maynard,	Worcester.
Anna Maria Murray,	Worcester.
Frances Mary O'Neill,	Worcester.
Lizzie Isabel Packard,	Grafton.
Jeannette Maria Putnam,	Northbridge Centre.
Martha Alice Rice,	Barre.
Harriet Betsy Sargent,	South Gardner.
Anna Maud Smith,	Worcester.
Isabella Marie Taft,	New England Village.
* Sarah Maud Thayer,	Worcester.
Lillian May Whiting,	Tatnuck.
Jennie Abbie Whitney,	Worcester.

Number in the First Class, ...	35
Number in the Second Class, ...	40
Total in the two classes, ...	75

CALENDAR.

SECOND SCHOOL YEAR.

1875.

First term begins . . Tuesday, September 14.

RECESS, THANKSGIVING WEEK.

1876.

First term ends . . . Tuesday, February 1.

VACATION, FOUR WEEKS.

Second term begins . . Tuesday, March 1.

RECESS, SECOND WEEK IN MAY.

Second term ends . . Tuesday, July 19.

VACATION, EIGHT WEEKS.

☞ A public examination will be held on the last day of each term. Entrance examination the following day.

CIRCULAR OF INFORMATION.

INTRODUCTORY. — The following brief extract from the Thirty-seventh Annual Report (1872–73) of the Board of Education gives, in outline, a history of the establishment of this school:

"By the terms of a Resolve which went into effect on the 25th day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors, a tract of land of not more than five acres, to be located by the governor and council, within certain limits fixed in the Resolve. An appropriation of $60,000 was made upon the condition that the city of Worcester should pay to the Board of Education for the purposes named in the Resolve the sum of $15,000. This condition was promptly complied with. The tract was located by the governor and council, Sept. 2, 1871. And on the 19th day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

"The tract of land located is upon Hospital Hill, in Hospital Grove (formerly so called), within a short distance from the new Union depot now in process of erection, a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished."

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The beautiful eminence upon which it stands commands an extensive and varied view of city, village and country, for many miles around.

The exercises of dedication took place on Friday, September 11, 1874, Hon. Henry Chapin, LL.D., chairman of the Board of Visitors, presiding.

A formal dedicatory address was delivered by Hon. Emory Washburn, LL.D., of Cambridge, and remarks were added by members of the Board of Education and others, after which a collation was served to invited guests.

On the following Tuesday (Sept. 15th) the school was opened to pupils, thus taking its place in the honorable line of educational institutions established and supported by the Commonwealth.

Design of the School. — This, like the four other Normal Schools of the state, is maintained with a single object in view, namely, the thorough preparation of teachers for our public schools.

None therefore are admitted who do not intend to teach, and none will be encouraged to continue who do not show intelligence, aptitude, and enthusiasm for the work.

Conditions of Admission. — The required age is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character; must have good health; must promise a faithful observance of school regulations; must declare their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

To such as intend to teach in the public schools of Massachusetts, whether residents of this state or not, tuition is free; those intending to teach in other states, or in private schools, are required to pay in advance $15 a term ($30 a year) for tuition. A fee of $2 a term in advance is required of each pupil to meet incidental expenses.

Candidates will be examined in Reading, Spelling, Penmanship, Geography, Arithmetic, English Grammar, History of the United States, and also as to their general intelligence, and in order to be admitted, must show good attainments therein. *The regular examination is held on the day after the close of each term, and pupils must be present at that time unless detained by actual sickness, or other imperative and unforeseen necessity.

The necessary stationery for the examination will be furnished by the school.

*See Appendix.

SPECIAL NOTICE. — As a change in the time of our entrance examinations was made at the close of last term, involving the possibility that some who desire to enter may not have been notified in season, a second preliminary examination will be held on the first day of the next term, namely, Tuesday, Sept. 14, commencing at half-past nine.

COURSE OF STUDY.

The Board of Education, by a vote passed January 9, 1866, prescribed the following course of study for the State Normal Schools:

"The time of the course extends through a period of two years, and is divided into terms of twenty weeks each, with daily sessions of not less than five hours, five days each week.

BRANCHES OF STUDY TO BE PURSUED.

FIRST TERM.

1. Arithmetic, oral and written, begun.
2. Geometry, begun.
3. Chemistry.
4. Grammar, and Analysis of the English Language.

SECOND TERM.

1. Arithmetic, completed; Algebra, begun.
2. Geometry, completed; Geography and History, begun.
3. Physiology and Hygiene.
4. Grammar and Analysis, completed.
5. Lessons once or twice a week in Botany and Zoology.

THIRD TERM.

1. Algebra, completed; Book-keeping.
2. Geography and History, completed.
3. Natural Philosophy.
4. Rhetoric and English Literature.
5. Lessons once or twice a week in Mineralogy and Geology.

FOURTH TERM.

1. Astronomy.
2. Mental and Moral Science, including the principles and art of reasoning.
3. Theory and art of Teaching, including—
   - (1.) Principles and Methods of Instruction.
   - (2.) School Organization and Government.
   - (3.) School Laws of Massachusetts.
4. The Civil Polity of Massachusetts and the United States.

"In connection with the foregoing, constant and careful attention is to be given throughout the course to Drawing and Delineations on the blackboard; Vocal Music; Spelling, with derivations and definitions; Reading, including analysis of sounds and vocal gymnastics; and Writing.

"The Latin and French languages may be pursued as optional studies, but not to the neglect of the English course.

"General exercises in Composition, Gymnastics, Object Lessons, etc., to be conducted in such a manner and at such times as the Principal shall deem best.

"Lectures on the different branches pursued, and on related topics, to be given by gentlemen from abroad, as the Board of Visitors shall direct, and also by the teachers and more advanced scholars.

"The order of the studies in the course may be varied in special cases, with the approval of the Visitors."

N. B. The mere enumeration of branches, as above, gives but an inadequate idea of what is actually done in the school. The thought of teaching is a more or less prominent accompaniment of all the pupil's learning. It influences the mode and character of most of the exercises, and imparts a tone and zest to the whole work, difficult to describe, but which determines whatever of distinctive character the Normal School possesses.

Advanced Course. — An Advanced Course for graduates of the regular course who may desire to prepare themselves for other departments of teaching, occupies two years more, and includes instruction in the higher Mathematics, the Latin, French, and German Languages, and other branches required to be taught in the High Schools of the Commonwealth.

Pupils who, on entering the school, have in view the completion of this higher course, may take a part of its studies in connection with a part of the branches in the regular course, and in this way, at the end of four years, be prepared to graduate from both courses simultaneously. This arrangement gives the students the benefit of the study of the languages in connection with the study of the other branches of the course.

The Practice of Teaching. — The art of teaching cannot be learned without practice. In addition, therefore, to the work of the study and the class-room, much attention will be given throughout the course to the

observation of schools and to actual teaching. Arrangements now in progress with the superior public schools of Worcester, will afford unusual advantages in this most important department of training, rendering it a prominent and characteristic feature of the school.

GOVERNMENT AND DISCIPLINE. — Pupils will be confronted with no code of rules. They will be cordially met, and treated with confidence from the start. At the same time, nothing short of regular attendance, good behaviour, and full allegiance to the school in all its designs and interests, will be accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State for their improvement with that devotion and singleness of purpose which it deserves, and without which there can be no success.

INCIDENTAL ADVANTAGES. — The city of Worcester is rich in the means of culture, and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well arranged cabinets of the Lyceum and Natural History Association are open for inspection and available for the purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American history.

The Free Public Library, however, is the one which is most used by students of the Normal School. This consists of a large and well endowed reference library, and of a circulating department which is generously supported. Connected with it are reading-rooms supplied with upwards of 175 papers and periodicals. The use of this institution is free in all its departments, and students are encouraged to avail themselves of its facilities and politely assisted in pursuing investigations.

RAILROAD FARES. — All the lines of railroad centering in Worcester will issue season tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school will be so arranged as to accommodate those who wish to come and go by the cars.

ACCOMMODATIONS AND EXPENSES. — There is at present no boarding-house connected with the school, but suitable accommodations in respect-

able private families in the neighborhood, approved by the authorities of the institution, may be readily obtained. The principal will willingly assist all who apply.

The average cost of board (generally including room, fuel, light and washing) to those now in attendance, who are away from home, has been ascertained to be $4.17 per week.

The necessary incidental or miscellaneous expenses have averaged $4.42 for each pupil for the term.

These averages are believed to represent strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

STATE AID. — The Commonwealth has regularly appropriated the sum of one thousand dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school will of course receive its proper share of such funds, and will be able to render assistance to quite a number of students the coming year.

The State also gives the use of most of the text-books required in the course, as well as free access to an ample and well-selected library of reference.

INVITATION. — The parents and friends of the pupils, and all who are interested in schools, are cordially invited to visit this institution and observe its every-day workings for themselves.

The School Committees of the various towns in the vicinity are particularly and earnestly urged to make themselves acquainted with this school — especially designed, as it is, to aid them in their work of improving our public instruction — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

Communications may be addressed to the Principal, 85 Prospect Street, or to

HON. HENRY CHAPIN,
Chairman of Board of Visitors, Worcester.

APPENDIX.

QUESTIONS USED AT THE PRELIMINARY EXAMINATION,

FEBRUARY 23, 1875.

These questions are printed merely to indicate, in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

GEOGRAPHY.

1. Give two proofs of the earth's sphericity.
2. Show, by a drawing, the position of the Arctic and Antarctic Circles, the Tropics of Cancer and Capricorn, and the Equator.
3. Greenwich is 51° and Quito is 78°; which number indicates longitude and which latitude?
4. What is meant by the solstices and the equinoxes? When do they occur?
5. Name a mountain, an island, a cape, a peninsula, a bay, a gulf, a lake, a port, a river, and an isthmus belonging to the United States.
6. About what time is it now at Greenwich? How is it proved?
7. Name two countries on the Equator.
8. Which is further north, London or New York? About how many degrees?
9. About how many miles wide is Massachusetts, from north to south?
10. Name five States lying in proximity in the basin of the Mississippi River.
11. What is the Gulf Stream?
12. What is the direction of Paris from Rome?
13. Name five countries that touch the Mediterranean Sea.
14. Why are rivers apt to flow near large cities?
15. What is the difference between a republic and a kingdom?
16. Illustrate what is meant by exports and imports.
17. In what range of mountains are the highest peaks in the United States?

18. Name five rivers that empty directly into the Atlantic or the Pacific Ocean.

19. What is the use of the United States Signal Service?

20. Draw a rough map of the Gulf of Mexico and indicate the location of the States bordering upon it.

ARITHMETIC.

1, 2, 3. Choose three of the following:

(*a*) Where is the long ton used? How many pounds does it contain?

(*b*) How many inches in a bushel?

(*c*) How many yards in a mile?

(*d*) How many feet in an acre?

(*e*) How many yards in a cord?

4, 5, 6. Choose three:

(*a*) Write the metric table of length or of weight?

(*b*) How many inches in a meter?

(*c*) How many pounds in a kilogram?

(*d*) How many quarts in a liter?

(*e*) How many liters in a cubic meter?

7, 8. Choose two:

(*a*) What is a National Bank?

(*b*) What are Bills of Exchange?

(*c*) What are 5–20's and 10–40's?

(*d*) Write a promissory note?

9, 10, 11. Choose three:

(*a*) If \$80 be added to $\frac{1}{2}$ the cost of B's horse the sum equals $\frac{2}{3}$ of the cost. What is the cost?

(*b*) If A can do a piece of work in $\frac{1}{3}$ of a day and B in $\frac{1}{4}$ of a day, how long would it take both to perform it?

(*c*) C and D have 200 sheep; $\frac{1}{3}$ of C's with $\frac{1}{4}$ of D's equal $\frac{1}{2}$ of C's. How many has each?

(*d*) How many men in 10 days of 6 hours each can earn as much as 6 men in 20 days of 8 hours each?

(*e*) If $\frac{2}{3}$ of a pound cost $\frac{4}{5}$ of a dollar, what will $\frac{3}{4}$ of a pound cost?

12, 13, 14. Choose three:

(*a*) I sell $\frac{1}{3}$ of a thing for what $\frac{1}{2}$ of it cost? What is the gain per cent.?

(*b*) I lose \$50 by selling goods $33\frac{1}{3}$ per cent. below cost. What do I receive?

(*c*) My agent charges 5 per cent. commission. If I send him \$604 what will he invest?

(*d*) A furnishes $\frac{1}{4}$ of the capital, B \$500 and C \$400; they gain \$420. What is the share of each?

15, 16. Choose two:

(*a*) When gold is at 20 per cent. premium what is a dollar bill worth in gold?

(*b*) Which is the better investment, 6 per cent. stock bought at 20 per cent. above par, or 5 per cent. stock bought at 10 per cent. below par?

(*c*) What principal will gain $15.03 in 2 y. 5 mo. 24 da. at 5 per cent.?

(*d*) A note for $200 with interest at 8 per cent. was given Jan. 10, 1873. What was due Sept. 8, 1874?

17. What is the face of a note for three months which discounted at a bank yields $500?

18, 19. Choose two:

(*a*) At $0.25 per sq. yd. what will it cost to plaster the walls and ceiling of this room, which is 55 ft. long, 27 ft. wide, and 13 ft. high, if no allowance is made for doors, windows, etc.?

(*b*) What is the area of a circle 1 ft. in diameter?

(*c*) How many bricks 8 in. long and 4 in. wide will pave a walk 60 ft. long and 4 ft. wide?

(*d*) At $25 per thousand what is the cost of a 2 in. plank 24 ft. long and 16 in. wide?

20. Add the ledger columns which will be placed upon the blackboard.

GRAMMAR.

1. What is inflection?
2. In what does the inflection of verbs consist?
3. Write a sentence containing a personal and a relative pronoun.
4. Decline *who*.
5. Decline *that*.
6. Write a sentence containing the pronominal adjective *that*.
7. Write a sentence in which *that* shall be a conjunction.
8. Define an abstract noun, and give example.
9. Write a sentence containing *wandering* as a participle.
10. Write a sentence containing the participial adjective *wandering*.

Observe the following selection:

> "He is the happy man *whose* life even now
> "Shows *somewhat* of *that* happier life to come;
> "Who, *doomed* to an obscure but tranquil state,
> "Is pleased with it, and, were he *free* to choose,
> "Would make his fate his choice."

11. Give the part of speech of each of the italicized words above.
12. How many clauses are there in the extract?
13. What is the mode of "were" and of "would make"?
14. Give the subject of "shows" and of "would make."
15. Write out the principal parts of the verbs *fly* and *flee*.
16. Write a sentence containing a transitive verb in the passive voice.
17. Change this same sentence, putting the verb into the active voice.
18. Give the feminine correlative of *sir*.

19. Write the possessive of *she*.

20. Rewrite the following sentences correctly:

(*a*) I do not know but what you are right.

(*b*) You was his advocate in that important trial.

(*c*) I cannot by no means admit it to be true.

(*d*) I did not know as either of them were competent to do it.

(*e*) The river has overflown its banks.

21. How soon, in teaching Grammar to young children, would you begin to use a text-book?

UNITED STATES HISTORY.

1. State two theories with reference to the origin of the American Indian.

2. Give the locality and date of the first Spanish settlement within the present limits of the United States.

3. Draw the coast line of Massachusetts, locating the place first settled by the Pilgrims.

4. During the reign of what English sovereign were the earliest attempts at colonization made, along the Atlantic coast?

5. How did the settlers of Massachusetts, Virginia and Maryland differ, in point of religion?

6. In what three respects did the "Navigation Acts" limit the colonial commerce?

7. What was the territory claimed by the French at the opening of the French and Indian war?

8. On what did the English and French base their claims to this region, respectively?

9. What distinguished man, in the English parliament, proved a friend to American liberty, prior to the Revolution?

10. What was the Boston Port Bill?

11. Mention anything in the battle of Bunker Hill calculated to compensate for the defeat of the Americans.

12. Locate Yorktown, Lexington, Brandywine, Cowpens, and Princeton.

13. On what two occasions, during the Revolution, did the British forces surrender to the American army?

14. What was the Alien Law, passed during John Adams's administration?

15. Define "tariff" and "protective tariff."

16. What two eminent generals were in command of the United States forces during the Mexican war?

17. What was the cause of our late civil war, and why is it called the war of secession?

18. What new privileges were granted by the thirteenth and fourteenth amendments of the Constitution?

19. Name three Presidents who were distinguished soldiers.

20. What eminent American statesman has recently deceased, and what was his official position?

IN GENERAL.

1. What is a *nom de plume?* Give an example.
2. In what century was printing invented?
3. Who was Daniel Webster?
4. Give the boiling point and the freezing point of water, upon the Fahrenheit scale.
5. Who is Chief Justice of the U. S. Supreme Court?
6. Who is Governor of Massachusetts?
7. Who was Goethe?
8. Who was the author of the Waverly Novels?
9. What is meant by taking the census, and how often is it done?
10. Define the word *abnormal.*
11. What does a "falling barometer" indicate?
12. What is the crescent moon?
13. What was the most interesting book you ever read?
14. Name an eminent musical composer.
15. Who was Michael Angelo?
16. Name two of the largest and best known of our American colleges.
17. What people spoke the Latin language?
18. What is a unanimous vote?
19. Name three advantages of city life.
20. What two countries of Europe have recently experienced important political changes?

SPELLING.

1. business,
2. familiar,
3. receive,
4. seventy-eighth,
5. retching,
6. millionaire,
7. believe,
8. Swede,
9. schemer,
10. Lake Erie,
11. wilful,
12. auxiliary,
13. indelible,
14. knack,
15. Humboldt,
16. recede,
17. mucilage,
18. recipe,
19. Phillips,
20. Helen,
21. ally,
22. Aaron,
23. degradation,
24. Queen Anne,
25. viscera.

ENSE PETIT
PLACIDAM
SUB LIBER
TATE QUIETEM

MASSACHUSETTS

State Normal School

AT

WORCESTER.

CATALOGUE AND CIRCULAR.

1876.

MASSACHUSETTS

STATE NORMAL SCHOOL

AT

WORCESTER.

CATALOGUE AND CIRCULAR.

SECOND YEAR, 1876.

WORCESTER:

PRINTED BY LUCIUS P. GODDARD, 425 MAIN STREET.

1876.

STATE BOARD OF EDUCATION.

HIS EXCELLENCY THE GOVERNOR.

HIS HONOR THE LIEUTENANT-GOVERNOR.

Edward B. Gillett, A. M.	*Westfield.*
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Rev. Alonzo A. Miner, D. D. . . .	*Boston.*
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Rev. William Rice, A. M.	*Springfield.*
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MISS REBECCA JONES.

CHARLES F. ADAMS.

MISS FLORENCE FOSTER.

MISS JULIET PORTER.

*MICHAEL J. GREEN.

HENRY W. BROWN.

In addition to the instruction of the regular teachers, lectures have been delivered during the last term by the following persons:

GARDINER G. HUBBARD, subject, "Old Rome."

PROF. BENJ. F. TWEED, "Principles and Methods in Education."

PROF. HERMANN KRUSI, "Pestalozzi."

A. BRONSON ALCOTT, "The Ideal in Education."

MISS ELIZABETH P. PEABODY, "The Kindergarten."

SUPT. ALBERT P. MARBLE, "The School System of Worcester."

A short course of instruction in a special department of Physiology has been given by

MRS. MARY J. STUDLEY, M. D.

ABRAM EVERETT, JANITOR.

* Mr. GREEN has resigned his position, and Miss HELEN F. MARSH, a holder of "Diploma A" of the State Normal Art School, has been appointed in his place.

STUDENTS.

EXPLANATION. In the following catalogue, the asterisk (*) marks the names of those who have withdrawn on account of infirm health; the dagger (†), those who have withdrawn for other reasons.

GRADUATES—JULY, '76.

NAMES.	RESIDENCES.
Lydia Walker Ball,	Upton.
Harriette Crook,	Valley Falls.
Ella Eudora Goddard,	Worcester.
Ella Jane Lyford,	Spencer.
Joseph Chauncey Lyford,	Spencer.
Marianna Newton,	Worcester.
Alice Vara Proctor,	Spencer.
Hannah Arabella Tucker,	North Brookfield.
Celia Eliza Whiteman,	Leroy, N. Y.
Fanny Alberta Williams,	Worcester.

The graduates have already been examined and approved as teachers for the schools of Worcester, by the following gentlemen, who constitute the examining committee of the School Board of the city:

Supt. ALBERT P. MARBLE,
Prof. CHAS. O. THOMPSON,
Mr. CALEB B. METCALF,
Rev. THOS. J. CONATY,
EMERSON WARNER, M. D.
WM. T. HARLOW, Esq.

FIRST CLASS—FEBRUARY, '77.

NAMES.	RESIDENCES.
Carrie Maria Adams,	Worcester.
Frances Maria Athy,	Worcester.
Effie Lillian Bennett,	Worcester.
Emma Abbie Bigelow,	Holden.
† Sarah Ann Boyd,	Leicester.
Florence Emily Brown,	East Douglas.
Hattie Abigail Brown,	East Douglas.
* Carrie Elizabeth Buxton,	Concord, N. H.
Mary Ellen Cecilia Carroll,	Worcester.
Bessie Alice Chase,	Worcester.
Ella Maria Cooper,	Webster Square.
Katie Agnes Coughlin,	Worcester.
Jennie Luliona Dearborn,	Worcester.
Ellen Montgomery Fitts,	Worcester.
Clara Amelia Grout,	Quinsigamond.
Milly Jane Hall,	Upton.
Gertrude Hawkins,	Fitchburg.
Augusta Seaver Houghton,	Sutton.
Annie Devereaux Johnson,	Worcester.
Helena Adelaide Marie Kalaher,	Worcester.
* Mary Angela Kiley,	Worcester.
Gertrude Mitchell King,	Nantucket.
Margaret Jane McCann,	Worcester.
Mary Teresa McCloskey,	Millbury.
Mary Elizabeth Murphy,	Worcester.
Anna Maria Murray,	Worcester.
* Lizzie Isabel Packard,	Grafton.
Jeannette Maria Putnam,	Northbridge Centre.
† Martha Alice Rice,	Barre.
Harriet Betsy Sargent,	South Gardner.
Minnie Willietta Sherman,	Worcester.
Anna Maud Smith,	Worcester.

NAMES.	RESIDENCES.
Hattie Urania Thwing,	Worcester.
Nellie Blake Webber,	Worcester.
Jennie Abbie Whitney,	Worcester.

SECOND CLASS—JULY, '77.

Nettie Eliza Adams,	Winchendon.
Lizzie Josie Andrews,	Worcester.
† Ella Bancroft,	Worcester.
Addie Jane Booth,	Worcester.
Ida Frances Boyden,	Oakham.
Jennie Ellis Chandler,	Duxbury.
Lizzie Edwina Chapin,	Worcester.
Josepha Percey Chase,	Worcester.
Jennie Cora Clough,	Worcester.
† Mary Olive Clouse,	Worcester.
Mabel Crane,	Blackstone.
Edna Currier,	Quinsigamond.
† Annie Clifton Damon,	Holden.
† Rebecca Harlow Davie,	Worcester.
Mary Rebecca Doherty,	Worcester.
Eliza Ann Fairbanks,	Westborough.
Mary Lizzie Fitzgerald,	Worcester.
Elizabeth Gertrude Foley,	Worcester.
Katie Anna Follon,	Worcester.
† Clara Bell Ford,	Concord, N. H.
Ida Louise Gaskill,	Blackstone.
† Nellie Maria Eveline Grover,	Worcester.
Ella Eudora Hall,	South Worcester.
Mrs. Mary Field Harrington,	Worcester.
† Susan Ellen Hill,	Agawam.

NAMES.	RESIDENCES.
Annie Beatrice Hopkins,	Worcester.
Carrie Washburn Hunt,	Barre.
Olive Rice Jenks,	Spencer.
Lucia Naomi Jennison,	East Templeton.
Mary Anne Kean,	Worcester.
Eliza Josephine Stella Lawler,	Worcester.
Eva Arabella Lord,	Templeton.
Katie Ann McCarthy,	Worcester.
† Laura Adelaide Mackay,	Newton Lower Falls.
Maggie Esther McGone,	Worcester.
† Phebe Elizabeth Newton,	Worcester.
Lilla Maria Rice,	Grafton.
* Isabel Marie Taft,	New England Village.
Erwin Farrington Thompson,	Hopkinton.
Annie Teresa Timon.	Worcester.
Isabella Livingston Tullis,	Worcester.
† Lelia Gertrude Underhill,	Worcester.
Mary Alice Winter,	Northbridge Centre.

THIRD CLASS—FEBRUARY, '78.

Jennie Irene Adams,	Winchendon.
Emma Frances Brown,	Worcester.
Mary Julia Brown,	West Brookfield.
† Clara Blanch Bullard,	West Boylston.
Stella Augusta Bullock,	Oxford.
Anna Crosby Cutting,	Templeton.
Alvin Stone Dearth,	Boylston Centre.
Mary Elizabeth Donahoe,	Uxbridge.
Mary Addie Drake,	Worcester.
Della Harlow Dudley,	Worcester.

NAMES.	RESIDENCES.
Isabella Newton Eddy,	Leicester.
Abigail Louisa Flower,	Agawam.
Matilda Gunderson,	Worcester.
Addie Eliza Kendall,	Worcester.
Carrie Hamilton Maynard,	Worcester.
Frances Lillian Newton,	Worcester.
Mary Louisa Parker,	Leominster.
Armina Lillian Paul,	Worcester.
Bertha Phelps,	Worcester.
Emma Miller Plimpton,	Whitinsville.
Sarah Elizabeth Rogers,	Shrewsbury.
† Eva Estella Smith,	Worcester.
Fanny Louise Smythe,	Worcester.
Marietta Sykes,	Millville.
Mary Louise Taylor,	Worcester.
Ella Hapgood Ward,	Shrewsbury.

Number of Graduates,	10
Number in the First Class,	35
Number in the Second Class,	43
Number in the Third Class,	26
Total,	114

CALENDAR.

THIRD SCHOOL YEAR.

1876.

First term begins . . Tuesday, September 12.

RECESS, THANKSGIVING WEEK.

1877.

First term ends . . . Tuesday, January 30.

VACATION, THREE WEEKS.

Second term begins . . Tuesday, February 20.

RECESS, SECOND WEEK IN MAY.

Second term ends . . Tuesday, July 10.

VACATION, NINE WEEKS.

☞ Entrance examinations will be held on the 12th and 13th of July, 1876; on the 31st of January and 1st of February, 1877; and on the 11th and 12th of July, 1877.

CIRCULAR OF INFORMATION.

INTRODUCTORY. — The following extract from the Thirty-seventh Annual Report (1872–73) of the Board of Education gives, in outline, a history of the establishment of this school:

"By the terms of a Resolve which went into effect on the 25th day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors, a tract of land of not more than five acres, to be located by the governor and council, within certain limits fixed in the Resolve. An appropriation of $60,000 was made upon the condition that the city of Worcester should pay to the Board of Education for the purposes named in the Resolve the sum of $15,000. This condition was promptly complied with. The tract was located by the governor and council, Sept. 2, 1871. And on the 19th day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

"The tract of land located is upon Hospital Hill, in Hospital Grove (formerly so called), within a short distance from the new Union depot now in process of erection, a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished."

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The eminence upon which it stands commands a view of city, village and country, for many miles around.

The exercises of dedication took place on Friday, September 11, 1874, and on the following Tuesday (Sept. 15th) the school was opened to pupils.

DESIGN OF THE SCHOOL. — The single object for which the school is maintained is the preparation of teachers for our public schools.

None therefore are admitted who do not intend to teach, and only those will be encouraged to remain who show intelligence, aptitude, and enthusiasm for the work.

CONDITIONS OF ADMISSION. — The required age is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character; must have good health; must promise a faithful observance of school regulations; and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

To such as intend to teach in the public schools of Massachusetts, whether residents of this state or not, tuition is free; those intending to teach in other states, or in private schools, are required to pay in advance $15 a term ($30 a year) for tuition. A fee of $2 a term in advance is required of each pupil to meet incidental expenses.

Pupils who withdraw from the school without permission of the Principal must pay at the rate of $15 a term for the tuition they have received.

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches, viz: Reading, Spelling, Penmanship, Geography, Arithmetic, English Grammar, History of the United States.

Express warning is given against trying to enter, in the hope of "making up" deficiency in any of these departments.

The scope and character of the examination are indicated by the "Questions" printed in the appendix.

The regular examination begins on the day after the close of each term, and applicants must be present at that time unless detained by sickness or other imperative and unforeseen necessity.

The examination will continue through two days; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

COURSE OF STUDY.

The Board of Education, by a vote passed January 9, 1866, prescribed the following course of study for the State Normal Schools:

"The time of the course extends through a period of two years, and is divided into terms of twenty weeks each, with daily sessions of not less than five hours, five days each week.

BRANCHES OF STUDY TO BE PURSUED.

FIRST TERM.

1. Arithmetic, oral and written, begun.
2. Geometry, begun.
3. Chemistry.
4. Grammar, and Analysis of the English Language.

SECOND TERM.

1. Arithmetic, completed; Algebra, begun.
2. Geometry, completed; Geography and History, begun.
3. Physiology and Hygiene.
4. Grammar and Analysis, completed.
5. Lessons once or twice a week in Botany and Zoology.

THIRD TERM.

1. Algebra, completed; Book-keeping.
2. Geography and History, completed.
3. Natural Philosophy.
4. Rhetoric and English Literature.
5. Lessons once or twice a week in Mineralogy and Geology.

FOURTH TERM.

1. Astronomy.
2. Mental and Moral Science, including the principles and art of reasoning.
3. Theory and art of teaching, including—
   - (1.) Principles and Methods of Instruction.
   - (2.) School Organization and Government.
   - (3.) School Laws of Massachusetts.
4. The Civil Polity of Massachusetts and the United States.

"In connection with the foregoing, constant and careful attention is to be given throughout the course to Drawing and Delineations on the blackboard; Vocal Music; Spelling, with derivations and definitions; Reading, including analysis of sounds and vocal gymnastics; and Writing.

"The Latin and French languages may be pursued as optional studies, but not to the neglect of the English course.

"General exercises in Composition, Gymnastics, Object Lessons, etc., to be conducted in such a manner and at such times as the Principal shall deem best.

"Lectures on the different branches pursued, and on related topics, to be given by gentlemen from abroad, as the Board of Visitors shall direct, and also by the teachers and more advanced scholars.

"The order of the studies in the course may be varied in special cases, with the approval of the Visitors."

N. B. The mere enumeration of branches, as above, gives but an inadequate idea of what is actually done in the school. The thought of teaching is a more or less prominent accompaniment of all the pupil's learning. It influences the mode and character of most of the exercises, and imparts a tone and zest to the whole work, difficult to describe, but which determines whatever of distinctive character the Normal School possesses.

Advanced Course. — An Advanced Course for graduates of the regular course who may desire to prepare themselves for other departments of teaching, occupying two years more, and including instruction in the higher Mathematics, the Latin, French and German languages, and other branches required to be taught in the High Schools of the Commonwealth, will be established, if deemed advisable by the Board of Education.

The Practice of Teaching. — In addition to the work of the study and the class-room, much attention will be given throughout the course to the observation of schools and to actual teaching.

By the generous co-operation of the school authorities of the city of Worcester, an arrangement has been made whereby pupils of the Normal School are, in their senior year, assigned as assistants or apprentices to superior teachers in the public schools, and thus have real practice in the

instruction and management of school children, under the joint supervision of the city superintendent of schools and the faculty of the Normal School.

GOVERNMENT AND DISCIPLINE. — Pupils are confronted with no code of rules. They are cordially met, and treated with confidence from the first. At the same time, nothing short of regular attendance, good behavior, and full allegiance to the school in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.

HEALTH. — Recognizing the physical integrity and well-being of our pupils as an indispensable prerequisite to their success, either as scholars or teachers, we postpone the care of their health to no other duty whatever. This often involves a sacrifice of present progress and study; but, unless we discredit the most emphatic teachings of those best qualified to judge, it is the part of wisdom.

Our aim is, first, to instruct the students in the care of their health; and, secondly, to make it easy for them to put such instruction into practice.

To this end we try, first, to gain a full knowledge of every pupil's actual state of health; secondly, to regulate and temper his or her habits accordingly; and, thirdly, to watch the results. We endeavor to ascertain, with due delicacy, the facts bearing upon the following points, with reference to all students, not only at their admission to the school, but from time to time throughout their course:

1. Weight.
2. Height.
3. Chest-girth.
4. Waist-girth.
5. Eyesight.
6. Hearing.
7. Appetite.
8. Sleep.

The following questions are also asked at the time of admission:

1. Have you had serious or protracted illness within two years? If so, state, as fully as you choose, the particulars about it, and especially whether you have fully recovered.

2. Have you a tendency or liability to any particular form of disease; for example, neuralgia, headache, or sore throat? If so, state, as fully as you choose, what the disease is, and what you do to avoid it.

3. What is the name and address of the physician usually employed in your family?

If a state of health is at any time discovered that needs the attention of a physician, the pupil is required to consult one without delay. In abnormal conditions of the eye, Dr. Lewis S. Dixon has been regularly consulted. More than twenty-three per cent. of our students have required his services.

Considerably more time is allowed for the study of physiology than is usual in schools of this class, and much effort is made to give to the instruction and investigations a practical turn; to deal with living questions of hygiene, as they arise in every-day life, especially such as have a personal interest and importance for the pupils.

The evil effects of hurry and worry are made apparent, and are guarded against in many ways, chiefly the following:

Ample and frequent recesses are not only allowed, but insisted on. No pupil is ever occupied with study or recitation more than forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, as at home, in free social enjoyment. The intermission allowed for this repast is fifty minutes long, and study is not permitted to infringe upon a moment of it.

Care is taken that, along with the admonitions against hurry, *time enough* be given, in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school work. Those who find themselves ill, or too much fatigued for duty, are advised to take immediate rest; and a quiet room — one of the lightest and pleasantest in the building — is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading matter; and here any overworked student may find, at the moment of need, quiet and rest. It should be added that no instance of abuse of this privilege has come to our knowledge, while its great value as a sanitary appliance has been fully proved.

INCIDENTAL ADVANTAGES. — The city of Worcester is rich in means of culture, and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well arranged cabinets of the Lyceum and Natural History Association are open for inspection and available for the purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American history.

The Free Public Library, however, is the one which is most used by students of the Normal School. This consists of a large and well endowed reference library, and of a circulating department which is generously supported. Connected with it are reading rooms supplied with upwards of 175 papers and periodicals. The use of this institution is free in all its departments, and students are encouraged to avail themselves of its facilities, and politely assisted in pursuing investigations.

RAILROAD FARES. — All the lines of railroad centering in Worcester will issue season tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

ACCOMMODATIONS AND EXPENSES. — There is at present no boarding-house connected with the school, but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. The Principal willingly assists all who apply.

The average cost of board (generally including room, fuel, light and washing) to those now in attendance, who are away from home, has been ascertained to be $4.14 per week.

The necessary incidental or miscellaneous expenses have averaged $4.53 for each pupil for the term.

These averages are believed to represent strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

STATE AID. — The Commonwealth has regularly appropriated the sum of one thousand dollars a year to each of its Normal Schools, to be divided

among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of the text-books required in the course, as well as free access to an ample and well-selected library of reference, and general literature.

INVITATION. — The parents and friends of the pupils, and all who are interested in schools, are cordially invited to visit this institution and observe for themselves its daily working.

There is no session of the school on Monday. On other days the hours are from nine o'clock to a quarter past three, with an intermission of an hour at noon. This arrangement has been found the most convenient for ninety-six per cent. of the pupils.

DONATIONS. — The following contributions are gratefully acknowledged:

Zoological and Botanical specimens, from Capt. V. P. Parkhurst, East Templeton;

Map of the grounds, from Messieurs Buttrick & Wheeler;

Tarantula's nest, and bark of California Big Trees, from H. W. Brown.

The School Committees of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school — especially designed, as it is, to aid them in their work of improving our public instruction — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

Communications may be addressed to the Principal, 85 Prospect Street, or to

HON. HENRY CHAPIN,

Chairman of Board of Visitors, Worcester.

APPENDIX.

QUESTIONS USED AT THE ENTRANCE EXAMINATION,

FEBRUARY, 1876.

These questions are printed merely to indicate, in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School Committees, Teachers and others may receive copies of the examination questions regularly, by applying to the Principal.

GEOGRAPHY.

1. Name two materials for clothing derived from animals; two from vegetables.

2. What name is given to the business of exchanging the products of one country for those of another?

3. What is the general direction of peninsulas? Name any exception.

4. Answer either of the following questions:

(*a*) What is the cause of thermal springs?

(*b*) What is the cause of mineral springs?

5. In what zone may we find the temperature of all zones? How?

6. Answer either of the following questions:

(*a*) What is the difference between a cataract and a rapid?

(*b*) What is the difference between a delta and an estuary?

7. What is the resemblance between the bed of the ocean and the surface of the land?

8. Answer either of the following questions:

(*a*) Give two uses of ocean currents.

(*b*) If a tree should fall into the Missouri River and meet with no hindrance where might it finally be found?

9, 10. Answer two of the following questions:

(*a*) Of what use is the atmosphere?

(*b*) By what instrument is the temperature of the atmosphere measured?

(*c*) By what instrument is the weight of the atmosphere measured?

11. Why do apple-trees in spring, blossom earlier on a southern slope than on a northern? Does the northern slope have the advantage anywhere on the earth?

12. Why does a current from the North Pole come from the N. E. instead of from the North?

13. If you stand on the sea-shore in the day-time, looking toward the sea, will the wind be in your face or at your back? Why?

14, 15. Answer two of the following questions:

(*a*) What is the use of latitude and longitude?

(*b*) What is the latitude of a place just mid-way between the Equator and the North Pole?

(*c*) What is the latitude of a place just mid-way between the North and South Poles?

16. Answer one of the following questions:

(*a*) In what direction does the earth turn on its axis?

(*b*) In what time does it make a complete rotation?

17. Through how many degrees does it turn in one hour? Why?

18. Where does sunset occur first, east or west of us?

19. Why is it colder in winter than in summer?

20. What circles mark the northern and southern limits of the vertical rays of the sun?

ARITHMETIC.

[*Take time, but let your work be accurate.*]

1. Choose one of the following:

(*a*) Multiply a common fraction by a common fraction, and explain the work.

(*b*) Multiply a decimal fraction by a decimal fraction, and explain the work.

2. Estimate the size of this window; the size of this room; the distance to the street; the distance to the Technical School.

3. Estimate the number of acres in this field; the number of gallons in this box; the weight of this package; name something that weighs a ton.

4, 5. Choose two:

(*a*) What is a fluid ounce?

(*b*) How many gallons in a cubic foot?

(*c*) How many cubic feet will contain 100 bushels?

6, 7. Choose two:

(*a*) What metric unit nearly equals a quart?

(*b*) How many meters in a rod?

(*c*) Change 100 lbs. to metric units.

Note. If you have not been taught the metric tables, write what you know in general about the system.

8, 9. Choose two:

(*a*) State fully how a merchant pays for goods in London.

(*b*) How is a bank organized, what business is done there, and how are its expenses met?

(*c*) What is a Custom House for, what business is done there, and what becomes of the money?

10. Choose one:

(*a*) John Jones borrows $500 of you Feb. 24th, 1873, agreeing to pay interest at seven per cent. July 5th, 1874, he pays $200. Write the note with the indorsement.

(*b*) If a man owes you $750, due in 60 days, and you wish to obtain the money at once from the City National Bank, prepare the note for discounting.

11. Choose one:

(*a*) What is due on the first note given above?

(*b*) What will the bank pay for the second note if they are discounting at 9 per cent?

12 Choose one:

(*a*) When 10-40's are quoted at 110, and 5-20's at 120, which is the better investment?

(*b*) The B. & A. R. R. pays a dividend of 10 per cent; their stock sells at 130. What per cent. should I receive for money invested now?

13, 14. Choose two:

(*a*) When gold is worth 110 what is a greenback dollar worth in gold?

(*b*) What is $100 in gold worth in English currency?

(*c*) What is the gold value of a franc? of a mark?

15. What did it cost to slate this black-board at 10 cents a square foot? Use the yard-stick for measuring.

16. A ton of coal occupies 35 cubic feet; my bin is 8 ft. long and 6 ft. wide, how high must it be to contain 4 tons?

17. Choose one:

(*a*) How many cubic feet in a gasometer 70 ft. in diameter and 40 ft. high?

(*b*) How long is a square acre on a side?

18. Write the answers to the mental combinations which will be given.

19. Write the answers to the mental problems which will be given.

20. Add the ledger columns upon the black-board.

GRAMMAR.

1. Inflect *good.*

2. Write the plural of *seraph, innuendo, negro, wharf, Excellency.*

3. Give a Latin feminine, and a Latin plural.

4. How is a pronoun like a noun, and how unlike?

5. What double office is performed in a sentence by a relative pronoun?

6. How does a relative pronoun express person? how does a personal pronoun?

7. When the verb of a sentence is in the passive voice, what does its subject indicate?

8. Write the five inflectional forms of the verb *go*.

9. When are *in* and *within* adverbs?

10. What is the difference in meaning of "to learn" and "to teach"?

11. Write a sentence in which *but* is equivalent to a relative pronoun.

12. Write one in which *but* is a preposition.

13. In what sense may *round*, *square*, *perfect*, be compared?

14. Is there any difference between the verb and the predicate of a sentence, and if so, what?

"That *there* is a *wisdom* against which poetry wars, — the wisdom of the senses, which makes physical comfort and gratification the supreme *good*, and wealth the chief *interest* of life, — we do not deny; nor do we deem it the least service *which* poetry renders to mankind, that it redeems them from the thraldom of this earth-born prudence."

16. Give the syntax of the italicized words.

17. Mention the antecedent of *which*, in each case where it occurs.

18. What part of speech is the introductory *that?* What is the object of *deny?*

19. What kind of a sentence is this, on any system of analysis to which you are accustomed?

20. Why is it incorrect to say:

(*a*) It is me.

(*b*) It lies between you and I.

(*c*) You are the shortest of the two.

(*d*) He is most exhausted by his exertions.

(*e*) You was too hasty in your conclusions.

HISTORY.

1. Answer one of the following questions:

(*a*) What were the first two colleges established in America?

(*b*) In what State did the system of Common Schools first appear?

(*c*) What is a Proprietary Government?

2. What was the original extent of Florida? of Louisiana?

3. What is meant by the "Boston Tea Party"?

4. How did Washington display more strategy in the battle of Trenton than on any other occasion during the Revolution?

5. Who or what was "poor Richard"? "Bonhomme Richard"?

6. Why were John Adams and Thomas Jefferson political enemies?

7. What was the design of the protective tariff advocated by Clay, and why was this tariff opposed by Calhoun?

8. By what did Jackson win renown? Harrison? Meade? Commodore Foote? Ericsson?

9. What was the political significance of "36° 30′"?
10. Whose name do we connect with the cotton-gin? the first steamboat? the magnetic telegraph? the sewing machine? the Atlantic Cable?
11. Which is longer, the Atlantic Cable or the Pacific Railroad?
12. What was "John Brown's Raid"?
13. In the late war, what was the "Trent" affair?
14. What is meant by "declaring a blockade"?
15. Which Presidential administration seems to you most deserving of notice, and why?
16. Which President was known as the "old man eloquent"? "Rough-and-Ready"? the "sage of Monticello"? the "bachelor President"? "Unconditional Surrender"?
17. What were the political views of Lincoln on the slavery question, when nominated to the Presidency, and how did they change?
18. What was the date of the settlement of Saint Augustine? the Battle of Bunker Hill? the fall of Vicksburg? the Emancipation Proclamation? the Centennial celebration at Lexington?
19. Define privateer, minute-men, picket, sappers and miners, brevet?
20. Draw a rough map, indicating the position of contending armies at the siege of Charleston, Yorktown, Vicksburg or Richmond?

IN GENERAL.

1. What is the meaning of *amnesty?*
2. Can a man be King and Emperor at the same time?
3. What is a Probate Court?
4. Who is "Poet Laureate" of England?
5. What is the difference between astronomy and astrology?
6. Who is Bismarck?
7. Was printing discovered or invented?
8. What is the nature of a mortgage?
9. Who is Secretary of State of the United States?
10. What is the Teutonic race?
11. What are the fine arts?
12. Name an amphibious animal.
13. What is meant by a Roman nose? a Grecian nose?
14. Who is the Prince of Wales?
15. Name five eminent living Americans.
16. What is a rustic?
17. Who is Charles Darwin?
18. What is a boulder?
19. What is the difference between an emigrant and an immigrant?
20. What kind of a government has France at present?

COMPOSITION.

Write ten minutes on each of the following subjects:

1. What I should like to see at the "Centennial Exhibition."
2. An incident of my personal experience.
3. The story of Robinson Crusoe.

SPELLING.

1. despise,
2. semicolon,
3. resurrection,
4. beneficial,
5. His Excellency, Alex. H. Rice,
6. plaid,
7. bird's-eye view,
8. infallibility,
9. forty-seven,
10. Joshua,
11. damaging,
12. accompanied,
13. dandelion,
14. Noah Webster, LL. D.,
15. cylinder,
16. February,
17. schoolmate,
18. agony,
19. miscellany,
20. Louisville, Ky.,
21. elm-tree,
22. Seckel pear,
23. not at all,
24. rarefy,
25. clarify.

ENSE PETIT PLACIDAM
SUB LIBER TATE QUIETEM

MASSACHUSETTS

State Normal School

AT

WORCESTER.

CATALOGUE AND CIRCULAR.

1877.

MASSACHUSETTS

STATE NORMAL SCHOOL

AT

WORCESTER.

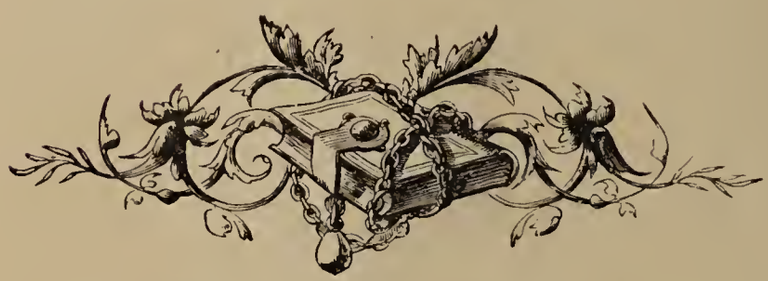
CATALOGUE AND CIRCULAR.

THIRD YEAR, 1877.

WORCESTER:

PRINTED BY LUCIUS P. GODDARD, 425 MAIN STREET.

1877.



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HENRY W. BROWN.

Miss HELEN F. MARSH.

In addition to the instruction of the regular teachers, lectures have been delivered during the last term by the following persons:

Rev. A. D. MAYO; on "Reading."

Rev. HENRY BLANCHARD; "The Study of History."

Prof. LEVI S. BURBANK; "Mineralogy" and "Botany."

ABRAM EVERETT, Janitor.

STUDENTS.

RESIDENT GRADUATES.

NAMES.	RESIDENCES.
Effie Lillian Bennett,	Worcester.
Gertrude Hawkins,	Fitchburg.
Gertrude Mitchell King,	Nantucket.

FIRST CLASS.

Carrie Maria Adams,	Worcester.
Lizzie Joanna Andrews,	Worcester.
Emma Abbie Bigelow,	Holden.
Addie Jane Booth,	Worcester.
Ida Frances Boyden,	Oakham.
Jenny Ellis Chandler,	Duxbury.
Bessie Alice Chase,	Worcester.
Josepha Percy Chase,	Worcester.
Ella Maria Cooper,	Worcester.
Katie Agnes Coughlin,	Worcester.
Mabel Crane,	Blackstone.
Mary Rebecca Doherty,	Worcester.
Eliza Ann Fairbanks,	Westborough.

NAMES.	RESIDENCES.
Ellen Montgomery Fitts,	Worcester.
Mary Elizabeth Fitzgerald,	Worcester.
Katie Anna Follon,	Worcester.
Ida Louise Gaskill,	Blackstone.
Ella Eudora Hall,	Worcester.
Mrs. Mary Field Harrington,	Worcester.
Anna Beatrice Hopkins,	Worcester.
Olive Rice Jenks,	Spencer.
Lucia Naomi Jennison,	East Templeton.
Mary Anne Kean,	Worcester.
Katie Ann McCarthy,	Worcester.
Mary Teresa McCloskey,	Millbury.
Anna Maria Murray,	Worcester.
Minnie Willietta Sherman,	Worcester.
Anna Maud Smith,	Worcester.
Hattie Urania Thwing,	Worcester.
Annie Teresa Timon,	Worcester.
Isabella Livingston Tullis,	Worcester.
Nellie Blake Webber,	Worcester.
Jennie Abbie Whitney,	Worcester.

SECOND CLASS.

Nettie Eliza Adams,	Winchendon.
Emma Frances Brown,	Worcester.
Ella Agnes Casey,	Worcester.
Lizzie Edwina Chapin,	Worcester.
Jennie Cora Clough,	Worcester.
Edna Currier,	Quinsigamond.
Anna Crosby Cutting,	Templeton.
Isabella Newton Eddy,	Leicester.
Elizabeth Gertrude Foley,	Worcester.
Addie Eliza Kendall,	Worcester.

NAMES.	RESIDENCES.
Eliza Josephine Lawler,	Worcester.
Maggie Esther McGone,	Worcester.
Isabel Pemberton Morey,	West Brookfield.
Armina Lillian Paul,	Worcester.
Lilla Maria Rice,	Grafton.
Sarah Elizabeth Rogers,	Shrewsbury.
Fanny Louise Smythe,	Worcester.
Marietta Sykes,	Millville.
Mary Louise Taylor,	Worcester.
Erwin Farrington Thompson,	Hopkinton.
Ella Hapgood Ward,	Shrewsbury.
Mary Alice Winter,	Northbridge Centre.

THIRD CLASS.

Jennie Irene Adams,	Winchendon.
Lizzie Estelle Bent,	South Gardner.
Mary Julia Brown,	West Brookfield.
Stella Augusta Bullock,	Oxford.
Harriet Louise Butler,	Auburn.
Mary Elizabeth Donahoe,	Uxbridge.
Della Harlow Dudley,	Worcester.
Matilda Gunderson,	Worcester.
Mary Abbie Hayward,	Ashby.
Mary Elizabeth Houghton,	Worcester.
Anna Elizabeth Lavin,	Worcester.
Katie Agatha McLoughlin,	Worcester.
Carrie Hamilton Maynard,	Worcester.
Frances Lillian Newton,	Worcester.
Mary Louise Parker,	Leominster.
Bertha Phelps,	Worcester.
Emma Miller Plimpton,	Whitinsville.
Effie Medora Riley,	Oakdale.

NAMES.	RESIDENCES.
Alice Elizabeth Sawyer,	Worcester.
Abby Brewer Shute,	Auburn.
Carrie Angelicia Smith,	Worcester.
Adeline Estella Sprague,	Worcester.
Marion Capitola Tucker,	Worcester.

FOURTH CLASS.

Cora Olympe Alton,	Worcester.
Hattie Woodward Arnold,	Westborough.
Emma Buckley,	Worcester.
Mary Etta Buxton,	Worcester.
Nellie Augusta Carney,	Worcester.
Mary Louise Coolidge,	Amherst, N. H.
Mary Jennie Theo Cunningham,	Worcester.
Bertha Dewey,	South Worcester.
Arthur Bigelow Dodge,	Worcester.
Emma Jones Forbush,	Worcester.
Emma Lorette Giffin,	Templeton.
Ida Susan Gilbert,	West Brookfield.
Mary Rosalie Goddard,	Worcester.
Estelle Louise Greenwood,	Grafton.
Mary Emma Hastings,	Westborough.
Jennie Leonora Higgins,	Worcester.
Katie Elizabeth Kenney,	Worcester.
Effie Francis Kinne,	Plainfield, Conn.
Mrs. Augusta Barber Lamb,	Worcester.
Joanna Genevieve Lawler,	Worcester.
Ella Maria Murphy,	Worcester.
Henrietta Agnes Murray,	Worcester.
Katie Emery Newhall,	Worcester.
Anna Harriet Newton,	Paxton.
Emily Eliza Pierce,	Hopkinton.

NAMES.	RESIDENCES.
Nellie Louisa Pierce,	Orange.
Hattie Stearns Putnam,	Worcester.
Katie Aloysia Redican,	Worcester.
Sarah Ruth Rochford,	Worcester.
Mary Agnes Rourke,	Worcester.
Marion Eliza Waite,	Oxford.

SUMMARY OF NUMBERS.

Number in the First Class, ...	33
Number in the Second Class, ...	22
Number in the Third Class, ...	23
Number in the Fourth Class, ...	31
Number of Resident Graduates, ...	3
Total, ...	112
Number of Graduates, ...	27

GRADUATES.

JULY, 1876.

The graduates have already been examined and approved as teachers for the schools of Worcester, by the following gentlemen, who constitute the examining committee of the School Board of this city:

Supt. Albert P. Marble,
Mr. Caleb B. Metcalf,
Rev. Thos. J. Conaty,
Wm. T. Harlow, Esq.
Francis P. Goulding, Esq.
Dr. Rufus Woodward.

NAMES.	RESIDENCES.
Lydia Walker Ball,	Upton.
Harriette Crook,	Valley Falls.
Ella Eudora Goddard,	Worcester.
Ella Jane Lyford,	Spencer.
Joseph Chauncey Lyford,	Spencer.
Marianna Newton,	Worcester.
Alice Vara Proctor,	Spencer.
Hannah Arabella Tucker,	North Brookfield.
Celia Eliza Whiteman,	Leroy, N. Y.
Fanny Alberta Williams,	Worcester.

JANUARY, 1877.

NAMES.	RESIDENCES.
Frances Maria Athy,	Worcester.
Effie Lillian Bennett,	Worcester.
Sarah Ann Boyd,	Cherry Valley.
Florence Emily Brown,	East Douglas.
Harriet Abigail Brown,	East Douglas.
Mary Ellen Cecilia Carroll,	Worcester.
Jennie Luliona Dearborn,	Worcester.
Clara Amelia Grout,	Worcester.
Milly Jane Hall,	Upton.
Gertrude Hawkins,	Fitchburg.
Augusta Seaver Houghton,	Wilkinsonville.
Annie Devereaux Johnson,	Worcester.
Helena Adelaide Marie Kalaher,	Worcester.
Gertrude Mitchell King,	Nantucket.
Margaret Jane McCann,	Worcester.
Mary Elizabeth Murphy,	Worcester.
Jeannette Maria Putnam,	Northbridge.

DEATHS.

Mary Angela Kiley, Worcester, February, 1877.

Mary Louisa Parker, Leominster, March 6, 1877.

CALENDAR.

FOURTH SCHOOL YEAR.

1877.

First term begins . . Tuesday, September 11.

RECESS, THANKSGIVING WEEK.

1878.

First term ends . . . Tuesday, January 29.

VACATION, THREE WEEKS.

Second term begins . . Tuesday, February 19.

RECESS, SECOND WEEK IN MAY.

Second term ends . . Tuesday, July 10.

VACATION, NINE WEEKS.

SPECIAL NOTICE.

The admission of pupils at the beginning of the second term is discontinued.

The only entrance examination in future will be held on the two days following the close of the school year.

CIRCULAR OF INFORMATION.

INTRODUCTORY. — The following extract from the Thirty-seventh Annual Report (1872-73) of the Board of Education gives, in outline, a history of the establishment of this school:

"By the terms of a Resolve which went into effect on the 25th day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors, a tract of land of not more than five acres, to be located by the governor and council, within certain limits fixed in the Resolve. An appropriation of $60,000 was made upon the condition that the city of Worcester should pay to the Board of Education for the purposes named in the Resolve the sum of $15,000. This condition was promptly complied with. The tract was located by the governor and council, Sept. 2, 1871. And on the 19th day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

"The tract of land located is upon Hospital Hill, in Hospital Grove (formerly so called), within a short distance from the new Union depot now in process of erection, a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished."

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The eminence upon which it stands commands a view of city, village and country, for many miles around.

The exercises of dedication took place on Friday, September 11, 1874, and on the following Tuesday (Sept. 15th) the school was opened to pupils.

DESIGN OF THE SCHOOL.—The single object for which the school is maintained is the preparation of teachers for our public schools.

None therefore are admitted who do not intend to teach, and only those will be encouraged to remain who show intelligence, aptitude, and enthusiasm for the work.

CONDITIONS OF ADMISSION.—The required age is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character; must have good health; must promise a faithful observance of school regulations; and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

To such as intend to teach in the public schools of Massachusetts, whether residents of this state or not, tuition is free; those intending to teach in other states, or in private schools, are required to pay in advance $15 a term ($30 a year) for tuition. A fee of $2 a term in advance is required of each pupil to meet incidental expenses.

Pupils who withdraw from the school without permission of the Principal must pay at the rate of $15 a term for the tuition they have received.

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches, viz: Reading, Spelling, Penmanship, Geography, Arithmetic, English Grammar, History of the United States.

Express warning is given against trying to enter, in the hope of "making up" deficiency in any of these departments.

The scope and character of the examination are indicated by the "Questions" printed in the appendix.

The regular examination begins on the day after the close of the summer term, and applicants must be present at that time unless detained by sickness or other imperative and unforeseen necessity.

The examination will continue through two days; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

COURSE OF STUDY.

The Board of Education, by a vote passed January 9, 1866, prescribed the following course of study for the State Normal Schools:

"The time of the course extends through a period of two years, and is divided into terms of twenty weeks each, with daily sessions of not less than five hours, five days each week.

BRANCHES OF STUDY TO BE PURSUED.

FIRST TERM.

1. Arithmetic, oral and written, begun.
2. Geometry, begun.
3. Chemistry.
4. Grammar, and Analysis of the English Language.

SECOND TERM.

1. Arithmetic, completed; Algebra, begun.
2. Geometry, completed; Geography and History, begun.
3. Physiology and Hygiene.
4. Grammar and Analysis, completed.
5. Lessons once or twice a week in Botany and Zoology.

THIRD TERM.

1. Algebra, completed; Book-keeping.
2. Geography and History, completed.
3. Natural Philosophy.
4. Rhetoric and English Literature.
5. Lessons once or twice a week in Mineralogy and Geology.

FOURTH TERM.

1. Astronomy.
2. Mental and Moral Science, including the principles and art of reasoning.
3. Theory and art of teaching, including —
   - (1) Principles and Methods of Instruction.
   - (2) School Organization and Government.
   - (3) School Laws of Massachusetts.
4. The Civil Polity of Massachusetts and the United States.

"In connection with the foregoing, constant and careful attention is to be given throughout the course to Drawing and Delineations on the blackboard; Vocal Music; Spelling, with derivations and definitions; Reading, including analysis of sounds and vocal gymnastics; and Writing.

"The Latin and French languages may be pursued as optional studies, but not to the neglect of the English course.

"General exercises in Composition, Gymnastics, Object Lessons, etc., to be conducted in such a manner and at such times as the Principal shall deem best.

"Lectures on the different branches pursued, and on related topics, to be given by gentlemen from abroad, as the Board of Visitors shall direct, and also by the teachers and more advanced scholars.

"The order of the studies in the course may be varied in special cases, with the approval of the Visitors."

N. B. The mere enumeration of branches, as above, gives but an inadequate idea of what is actually done in the school. The thought of teaching is a more or less prominent accompaniment of all the pupil's learning. It influences the mode and character of most of the exercises, and imparts a tone and zest to the whole work, difficult to describe, but which determines whatever of distinctive character the Normal School possesses.

Graduates' Course.— Graduates of the regular course who may desire further preparation, can receive instruction in the higher mathematics, classical and modern languages, natural sciences, history, and the philosophy of teaching. They may also have practice in teaching as substitutes in the city schools.

The Practice of Teaching.— In addition to the work of the study and the class-room, much attention will be given throughout the course to the observation of schools and to actual teaching.

By the generous co-operation of the school authorities of the city of Worcester, an arrangement has been made whereby pupils of the Normal School are, in their senior year, assigned as assistants or apprentices to superior teachers in the public schools, and thus have real practice in the instruction and management of school children, under the joint supervision of the city superintendent of schools and the faculty of the Normal School.

GOVERNMENT AND DISCIPLINE.—Pupils are confronted with no code of rules. They are cordially met, and treated with confidence from the first. At the same time, nothing short of regular attendance, good behavior, and full allegiance to the school in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.

HEALTH.—Recognizing the physical integrity and well-being of our pupils as an indispensable prerequisite to their success, either as scholars or teachers, we postpone the care of their health to no other duty whatever. This often involves a sacrifice of present progress and study; but, unless we discredit the most emphatic teachings of those best qualified to judge, it is the part of wisdom.

Our aim is, first, to instruct the students in the care of their health; and, secondly, to make it easy for them to put such instruction into practice.

To this end we try, first, to gain a full knowledge of every pupil's actual state of health; secondly, to regulate and temper his or her habits accordingly; and, thirdly, to watch the results. We endeavor to ascertain, with due delicacy, the facts bearing upon the following points, with reference to all students, not only at their admission to the school, but from time to time throughout their course:

1. Weight.
2. Height.
3. Chest-girth.
4. Waist-girth.
5. Eyesight.
6. Hearing.
7. Appetite.
8. Sleep.

The following questions are also asked at the time of admission:

1. Have you had serious or protracted illness within two years? If so, state, as fully as you choose, the particulars about it, and especially whether you have fully recovered.

2. Have you a tendency or liability to any particular form of disease; for example, neuralgia, headache, or sore throat? If so, state, as fully as you choose, what the disease is, and what you do to avoid it.

3. What is the name and address of the physician usually employed in your family?

If a state of health is at any time discovered that needs the attention of a physician, the pupil is required to consult one without delay. In abnormal conditions of the eye, Dr. Lewis S. Dixon has been regularly consulted. More than twenty-three per cent. of our students have required his services.

Considerably more time is allowed for the study of physiology than is usual in schools of this class, and much effort is made to give to the instruction and investigations a practical turn; to deal with living questions of hygiene, as they arise in every-day life, especially such as have a personal interest and importance for the pupils.

The evil effects of hurry and worry are made apparent, and are guarded against in many ways, chiefly the following:

Ample and frequent recesses are not only allowed but insisted on. No pupil is ever occupied with study or recitation more than forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, as at home, in free social enjoyment. The intermission allowed for this repast is fifty minutes long, and study is not permitted to infringe upon a moment of it.

Care is taken that, along with the admonitions against hurry, *time enough* be given, in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school work. Those who find themselves ill, or too much fatigued for duty, are advised to take immediate rest; and a quiet room — one of the lightest and pleasantest in the building — is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading matter; and here any student may find, at the moment of need, quiet and rest. It should be added that no instance of abuse of this privilege has come to our knowledge, while its great value as a sanitary appliance has been fully proved.

Incidental Advantages. — The city of Worcester is rich in means of culture, and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well arranged cabinets of the Lyceum and Natural History Association are open for inspection and available for the purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American history.

The Free Public Library, however, is the one which is most used by students of the Normal School. This consists of a large and well endowed reference library, and of a circulating department which is generously supported. Connected with it are reading rooms supplied with upwards of 175 papers and periodicals. The use of this institution is free in all its departments, and students are encouraged to avail themselves of its facilities, and politely assisted in pursuing investigations.

RAILROAD FARES.— All the lines of railroad centering in Worcester will issue season tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

Students are advised, however, to board in the city, if possible. Not much is saved, pecuniarily, by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at some disadvantage.

ACCOMMODATIONS AND EXPENSES.— There is at present no boarding-house connected with the school, but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. The Principal willingly assists all who apply.

The average cost of board (generally including room, fuel, light and washing) to those now in attendance, who are away from home, has been ascertained to be $4.14 per week.

The necessary incidental or miscellaneous expenses have averaged $4.53 for each pupil for the term.

These averages are believed to represent strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

STATE AID.— The Commonwealth has regularly appropriated the sum of one thousand dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

INVITATION.— The parents and friends of the pupils, and all who are interested in schools, are cordially invited to visit this institution and observe for themselves its daily working.

There is no session of the school on Monday. On other days the hours are from nine o'clock to a quarter past three, with an intermission of an hour at noon. This arrangement has been found the most convenient for ninety-six per cent. of the pupils.

DONATIONS.— A bust of the Apollo Belvedere, from the graduating class of July, 1876.

A photograph of the cherubs in Raphael's painting of the Sistine Madonna, from the graduating class of February, 1877.

Nests and eggs of birds, from J. C. Lyford, a graduate of the school.

Birds' nests and other natural objects from pupils.

The School Committees of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school — especially designed, as it is, to aid them in their work of improving our public instruction — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

Communications may be addressed to the Principal, 85 Prospect Street, or to

HON. HENRY CHAPIN,

Chairman of Board of Visitors, Worcester.

APPENDIX.

QUESTIONS USED AT THE ENTRANCE EXAMINATION,

JANUARY, 1877.

These questions are printed merely to indicate, in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School Committees, Teachers and others may receive copies of the examination questions regularly, by applying to the Principal.

GEOGRAPHY.

1. How high is Mt. Washington?
2. In what direction from the North pole is Boston?
3. What is the population of the United States?
4. Name five chief commercial centres in the United States.
5. Name all the bodies of water through which a vessel would sail in going from London to Bombay by the shortest route.
6. Draw a rough outline of England and locate the following: London, Dover, Mersey R., Liverpool, Birmingham.
7. Draw a diagram of the Boston and Albany R. R., and locate five important stations thereon.
8. Draw a profile of the United States from east to west.
9. Explain the meaning of the words *solstice* and *equinox*.
10. In what continent is coal most abundant?
11. Compare the climate of England with that of New England.
12. How do materials used for food vary in the different zones?
13. What are deltas and how are they formed?
14. Explain the cause of the long polar night.
15. What natural phenomenon is referred to in the following lines?

> "There twice a day the Severn fills,
> The salt sea-water passes by,
> And hushes half the babbling Wye,
> And makes a silence in the hills."

16. What country is referred to in the above stanza?
17. What are some of the natural advantages of St. Louis?
18. Give a brief description of any large city.

ARITHMETIC.

1. Estimate the size of this blackboard; the weight of this package; the distance to the street.
2. Choose one of the following:
   (*a*) Reduce $\frac{1}{17\frac{1}{28}} + .003\frac{1}{3}$ to a simple fraction.
   (*b*) Reduce $\frac{\frac{3}{5} \text{ of } \frac{5}{9}}{2\frac{2}{3} \times \frac{1}{4}} \times .01\frac{1}{2}$ to a simple fraction.
3. Choose one:
   (*a*) Explain fully how you find 6 per cent. of 240.
   (*b*) If 2 be added to $\frac{2}{3}$ of a number the sum is 1 less than $\frac{3}{4}$ of the number. Explain how you find the number.
4. Choose one:
   (*a*) What is a tariff? how is it computed, and where is it collected?
   (*b*) How is a person's tax computed?
5. Choose one:
   (*a*) How many cubic feet in a bushel?
   (*b*) How many cubic yards in a cord?

7, 8. Choose two:
   (*a*) Describe the primary unit of the metric system.
   (*b*) What is the liter? the kilogram?
   (*c*) Write the metric table of capacity.

NOTE. If you have not been taught the metric tables, write what you know in general about the system.

9. Choose one:
   (*a*) What is the cost of 1680 lbs. of coal at $7.00 per ton?
   (*b*) If 3 men or 4 boys perform a piece of work in 12 days, in what time would 4 men and 3 boys do the same amount of work?

10, 11, 12. Choose three:
   (*a*) I sell goods for $50, gaining 25 per cent.; what per cent. should I have gained by selling the same for $60?
   (*b*) What is the bank discount on a note for $500 due in 60 days?
   (*c*) When Worcester 5 per cent. bonds sell at 103, what per cent. interest would a person receive on his investment?
   (*d*) I bought hay at $8.00 per ton, but lost $12\frac{1}{2}$ per cent. of it in getting it, what did it really cost me per ton?

13. Choose one:
   (*a*) A—— B——lends you $100 to-day to be paid in one year; write the note which you would give him.
   (*b*) Write a draft.

14, 15. Choose two (use the yardstick for measuring):
   (*a*) How many yards of carpeting $\frac{3}{4}$ of a yard wide will be required for this room?
   (*b*) Find the volume of this circular measure.
   (*c*) Find the volume of this square pyramid.

16. Write the answers to the mental problems which will be given.
17. Write the answers to the mental combinations which will be given.
18. Add the ledger columns on the blackboard.

ENGLISH GRAMMAR.

"I knew a man who had it for a byword when he saw men hasten to a conclusion: 'Stay a little, that we may make an end the sooner.'" — *Bacon.*

1. Analyze the above sentence according to the simplest form to which you are accustomed.
2. To what does *it* have a forward reference?
3. Parse (briefly) *little; the.*
4. What part of speech is *as* in each of the following sentences?

(*a*) "We are such stuff *as* dreams are made of."
(*b*) "He is *as* intelligent *as* you are."
(*c*) "*As* you are convinced, why argue further?"

5. What is the usual position in a sentence of the object of a verb? What pronouns form an exception? Are exceptions to this rule more frequent in poetry than in prose, or the reverse?
6. What double office does *where* perform in the following:

"I saw the place *where* the prison stood."

7. By what parts of speech may a subordinate clause be introduced?
8. Supply the correct form of the personal pronoun, first person, singular number, in the following sentences:

(*a*) "This is between you and ——."
(*b*) "He knew it was ——."
(*c*) "He took it to be ——."
(*d*) "It was known to be ——."
(*e*) "Please let Clara and —— go."
(*f*) "I am glad it isn't ——."

9. How can you determine the predicate of a sentence?
10. How the subject?
11. Write two sentences, containing, respectively, *is* as a predicate and *is* as a copula.
12, 13, 14, 15, 16. Give the syntax of the italicized words:

"The very necessity *which* every one acknowledges of *giving* vast portions of life *to attain* proficiency in anything, makes us *prodigal* where we *ought* to be parsimonious, and careless where we have need of unceasing vigilance." — *Hamerton.*

17. Write a sentence containing at least three kinds or classes of pronouns.
18. Mention three authorities which you would consult in reference to doubtful points of English Grammar.

UNITED STATES HISTORY.

1. Name some territory gained by annexation; by purchase; by conquest.
2. What political question separated the Whig from the Democrat?
3. Who were the three eminent rival statesmen of forty years ago?
4. Where did Montgomery fall? Warren? Braddock? Lawrence?
5. Name two important battles of the Revolution; of the Mexican War; of the Great Rebellion.
6. Mention a noticeable event in the career of each of the following men: Washington, Burr, Webster, Scott, Lincoln.
7. Name two treaties to which our government was a party.
8. Give an account of any battle which formed a crisis or turning-point in the war of the Rebellion.
9. How do the present geographical limits of the United States differ from those of a hundred years ago?
10. Draw a rough map and indicate upon it by a dotted line the first great voyage of Columbus.

GENERAL.

1. Name some of the chief newspapers of the United States.
2. What is the meaning of the abbreviation LL. D.?
3. What do you know of Samuel G. Howe?
4. What was the last book you read, and what do you think of it?
5. What is a caricature?
6. "George Ford *alias* John White:" what is the meaning of *alias?*
7. Describe a willow tree.
8. Name three poems and the authors of them.
9. Who was Vanderbilt?
10. What would you expect to find in a zoological garden?

NOTE. — In Spelling, one hundred words were selected from an article in a juvenile magazine.

ENSE PETIT
PLACIDAM
SUB LIBER
TATE QUIETEM

MASSACHUSETTS

State Normal School

AT

WORCESTER.

CATALOGUE AND CIRCULAR.

1878.

MASSACHUSETTS

STATE NORMAL SCHOOL

AT

WORCESTER.

CATALOGUE AND CIRCULAR.

FOURTH YEAR, 1878.

WORCESTER:

PRINTED BY LUCIUS P. GODDARD, 425 MAIN STREET.

1878.

STATE BOARD OF EDUCATION.

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In addition to the work of the regular teachers, instruction has been given, by lectures and otherwise, upon special topics, as follows:

Sphinx Riddles of Education, by Hon. William T. Harris, LL. D., of Saint Louis.

Across the Continent, by Gardiner G. Hubbard, Esq., of Cambridge.

Insects, their Structure, Habits, and Classification, by Francis G. Sanborn, Esq., of Andover.

Choral Singing, by Mrs. M. J. Sumner, of the Worcester County Music School.

The Discovery of the Satellites of Mars, by Prof. J. R. Eastman, of the National Observatory, Washington.

Liberty in School, by Prof. E. A. Sheldon, of Oswego, N. Y.

ABRAM EVERETT, Janitor.

STUDENTS.

RESIDENT GRADUATES.

NAMES.	RESIDENCES.
Carrie Maria Adams,	Worcester.
Lizzie Joanna Andrews,	Worcester.
Ella Agnes Casey,	Worcester.
Jennie Cora Clough,	Worcester.
Katie Agnes Coughlin,	Worcester.
Mabel Crane,	Blackstone.
Edna Currier,	Quinsigamond.
Anna Crosby Cutting,	Templeton.
Ellen Montgomery Fitts,	Worcester.
Mary Elizabeth Fitzgerald,	Worcester.
Ida Louise Gaskill,	Blackstone.
Gertrude Hawkins,	Fitchburg.
Anna Beatrice Hopkins,	Worcester.
Augusta Seaver Houghton,	Wilkinsonville.
Gertrude Mitchell King,	Nantucket.
Ella Jane Lyford,	Spencer.
Katie Ann McCarthy,	Worcester.
Armina Lillian Paul,	Worcester.
Minnie Willietta Sherman,	Worcester.
Anna Maud Smith,	Worcester.
Annie Teresa Timon,	Worcester.
Hannah Arabella Tucker,	Worcester.
Isabella Livingston Tullis,	Worcester.
Celia Eliza Whiteman,	LeRoy, N. Y.
Jennie Abbie Whitney,	Worcester.

FIRST CLASS.

NAMES.	RESIDENCES.
Nettie Eliza Adams,	Fitchburg.
Elizabeth Estelle Bent,	South Gardner.
Addie Jane Booth,	Worcester.
Emma Frances Brown,	Worcester.
Lizzie Edwina Chapin,	Worcester.
Isabella Newton Eddy,	Leicester.
Katie Anna Follon,	Worcester.
Mary Abby Hayward,	Ashby.
Mary Elizabeth Houghton,	Worcester.
Addie Eliza Kendall,	Worcester.
Isabel Pemberton Morey,	West Brookfield.
Lilla Maria Rice,	Grafton.
Harriet Betsy Sargent,	South Gardner.
Carrie Angelicia Smith,	Worcester.
Fanny Louise Smythe,	Worcester.
Marietta Sykes,	Millville.
Nellie Blake Webber,	Worcester.
Mary Alice Winter,	Northbridge Centre.

SECOND CLASS.

Jennie Irene Adams,	Fitchburg.
Hattie Woodward Arnold,	Westborough.
Emma Buckley,	Worcester.
Stella Augusta Bullock,	Oxford.
Mary Etta Buxton,	Worcester.
Mary Rosalie Goddard,	Worcester.
Mary Emma Hastings,	Westborough.
Jennie Leonora Higgins,	Worcester.

NAMES.	RESIDENCES.
Effie Francis Kinne,	Plainfield, Conn.
Katie Agatha McLoughlin,	Worcester.
Katie Emery Newhall,	Bangor, Me.
Emma Miller Plimpton,	Whitinsville.
Hattie Stearns Putnam,	Worcester.
Sarah Elizabeth Rogers,	Worcester.
Abby Brewer Shute,	Auburn.
Adeline Estelle Sprague,	Worcester.
Marion Capitola Tucker,	Worcester.

THIRD CLASS.

Cora Olympe Alton,	Worcester.
Eugene Bacon,	Framingham.
Mary Lizzie Chandler,	Worcester.
Mary Ella Clark,	Paxton.
Mary Louise Coolidge,	Amherst, N. H.
Mary Jennie Theo Cunningham,	Worcester.
Arthur Bigelow Dodge,	Worcester.
Bridget Doherty,	Worcester.
Nellie Elizabeth Dower,	Worcester.
Susan Drake,	Spencer.
Euphrasia Lees Dryden,	Worcester.
Maggie Agnes Flaherty,	Worcester.
Alice Josephine Fletcher,	Littleton.
Emma Lorette Giffin,	Templeton.
Estelle Louise Greenwood,	Grafton.
Etta Lorenda Hill,	West Upton.
Caroline Elizabeth Howe,	Paxton.
Dora Elizabeth Hunt,	Worcester.
Olive Hunt,	Worcester.
Cora Bullard Johnson,	Worcester.
Katie Elizabeth Kenney,	Worcester.

NAMES.	RESIDENCES.
Joanna Genevieve Lawler,	Worcester.
Harriet Lightbourn,	Worcester.
Ellen French Lindsay,	Grafton.
Henrietta Agnes Murray,	Worcester.
Anna Harriet Newton,	Paxton.
Edwin Thomas Painter,	Worcester.
Nellie Louisa Pierce,	Orange.
Katie Aloysia Redican,	Worcester.
Effie Medora Riley,	Oakdale.
Mary Agnes Rourke,	Worcester.
Mary Abbie Sanborn,	West Baldwin, Me.
Rosa Isabelle Seavey,	Worcester.
Mary Teresa Sheedy,	Worcester.
Maude Mary Smith,	Grafton.
Jennie Melenda Sprout,	Worcester.
Nellie Louise Stone,	Holden.

SUMMARY OF NUMBERS.

Number of Resident Graduates,	25
Number in the First Class,	18
Number in the Second Class,	17
Number in the Third Class,	37
Total,	97
Number of Graduates,	68

GRADUATES.

NOTE. All the graduates have been examined and approved as teachers for the schools of Worcester, by the examining committee of the School Board of this city.

FIRST CLASS.

JULY, 1876.

NAMES.	RESIDENCES.
Lydia Walker Ball,	Upton.
Harriette Crook,	Valley Falls.
Ella Eudora Goddard,	Worcester.
Ella Jane Lyford,	Spencer.
Joseph Chauncey Lyford,	Spencer.
Marianna Newton,	Worcester.
Alice Vara Proctor,	Spencer.
Hannah Arabella Tucker,	North Brookfield.
Celia Eliza Whiteman,	LeRoy, N. Y.
Fanny Alberta Williams,	Worcester.

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SECOND CLASS.

JANUARY, 1877.

Frances Maria Athy,	Worcester.
Effie Lillian Bennett,	Worcester.
Sarah Ann Boyd,	Cherry Valley.
Florence Emily Brown.	East Douglas.

NAMES.	RESIDENCES.
Harriet Abigail Brown,	East Douglas.
Mary Ellen Cecilia Carroll,	Worcester.
Jennie Luliona Dearborn,	Worcester.
Clara Amelia Grout,	Worcester.
Milly Jane Hall,	Upton.
Gertrude Hawkins,	Fitchburg.
Augusta Seaver Houghton,	Wilkinsonville.
Annie Devereaux Johnson,	Worcester.
Helena Adelaide Marie Kalaher,	Worcester.
Gertrude Mitchell King,	Nantucket.
Margaret Jane McCann,	Worcester.
Mary Elizabeth Murphy,	Worcester.
Jeannette Maria Putnam,	Northbridge.

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THIRD CLASS.

JULY, 1877.

Carrie Maria Adams,	Worcester.
Emma Abbie Bigelow,	Holden.
Ida Frances Boyden,	Oakham.
Jenny Ellis Chandler,	Duxbury.
Bessie Alice Chase,	Worcester.
Josepha Percy Chase,	Worcester.
Katie Agnes Coughlin,	Worcester.
Mabel Crane,	Blackstone.
Mary Rebecca Doherty,	Worcester.
Eliza Ann Fairbanks,	Westborough.
Ellen Montgomery Fitts.	Worcester.
Mary Elizabeth Fitzgerald,	Worcester.
Ida Louise Gaskill,	Blackstone.
Ella Eudora Hall,	Worcester.
Mary Field Harrington,	Worcester.

NAMES.	RESIDENCES.
Anna Beatrice Hopkins,	Worcester.
Olive Rice Jenks,	Spencer.
Lucia Naomi Jennison,	East Templeton.
Mary Anne Kean,	Worcester.
Anna Maria Murray,	Worcester.
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Annie Teresa Timon,	Worcester.
Isabella Livingston Tullis,	Worcester.
Jennie Abbie Whitney,	Worcester.

[27]

FOURTH CLASS.

JANUARY, 1878.

Lizzie Joanna Andrews,	Worcester.
Addie Jane Booth,	Worcester.
Ella Agnes Casey,	Worcester.
Lizzie Edwina Chapin,	Worcester.
Jennie Cora Clough,	Worcester.
Edna Currier,	Worcester.
Anna Crosby Cutting,	Templeton.
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Addie Eliza Kendall,	Worcester.
Armina Lillian Paul,	Worcester.
Lilla Maria Rice,	Grafton.
Fanny Louise Smythe,	Worcester.
Marietta Sykes,	Blackstone.
Mary Alice Winter,	Northbridge.

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CALENDAR.

FIFTH SCHOOL YEAR.

1878.

First term begins . . Tuesday, September 10.

RECESS, THANKSGIVING WEEK.

1879.

First term ends . . . Tuesday, January 28.

VACATION, TWO WEEKS.

Second term begins . . Tuesday, February 11.

RECESS, SECOND WEEK IN MAY.

Second term ends . . Wednesday, July 2.

VACATION, TEN WEEKS.

SPECIAL NOTICE.

Entrance examinations occur twice a year — at the beginning of each term — and at no other time.

Exercises of Graduation occur once a year only, namely, on the last day of the summer term, and are always open to the public.

CIRCULAR OF INFORMATION.

INTRODUCTORY.

The following extract from the Thirty-seventh Annual Report (1872-73) of the Board of Education gives, in outline, a history of the establishment of this school:

"By the terms of a Resolve which went into effect on the 25th day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors, a tract of land of not more than five acres, to be located by the governor and council, within certain limits fixed in the Resolve. An appropriation of $60,000 was made upon the condition that the city of Worcester should pay to the Board of Education for the purposes named in the Resolve the sum of $15,000. This condition was promptly complied with. The tract was located by the governor and council, Sept. 2, 1871. And on the 19th day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

"The tract of land located is upon Hospital Hill, in Hospital Grove (formerly so called), within a short distance from the new Union depot now in process of erection, a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished."

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The eminence upon which it stands commands a view of city, village and country, for many miles around.

The exercises of dedication took place on Friday, September 11, 1874, and on the following Tuesday (Sept. 15th) the school was opened to pupils.

DESIGN OF THE SCHOOL.

The single object for which the school is maintained is the preparation of teachers for our public schools.

None therefore are admitted who do not intend to teach, and only those are encouraged to remain who show intelligence, aptitude, and enthusiasm for the work.

CONDITIONS OF ADMISSION.

The required age is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character; must have good health; must promise a faithful observance of school regulations; and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

To such as intend to teach in the public schools of Massachusetts, whether residents of this state or not, tuition is free; those intending to teach in other states, or in private schools, are required to pay in advance $15 a term ($30 a year) for tuition. A fee of $2 a term in advance is required of each pupil to meet incidental expenses.

Pupils who withdraw from the school without permission of the Principal must pay at the rate of $15 a term for the tuition they have received.

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches, viz: Reading, Spelling, Penmanship, Geography, Arithmetic, English Grammar, History of the United States.

Express warning is given against trying to enter, in the hope of "making up" deficiency in any of these departments.

The scope and character of the examination are indicated by the "Questions" printed in the appendix.

The regular examination begins on the first day of each term, and applicants must be present at that time unless detained by sickness or other imperative and unforeseen necessity.

The examination will continue through two days; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

COURSE OF STUDY.

The Board of Education, by a vote passed January 9, 1866, prescribed the following course of study for the State Normal Schools:

"The time of the course extends through a period of two years, and is divided into terms of twenty weeks each, with daily sessions of not less than five hours, five days each week.

BRANCHES OF STUDY TO BE PURSUED.

FIRST TERM.

1. Arithmetic, oral and written, begun.
2. Geometry, begun.
3. Chemistry.
4. Grammar, and Analysis of the English Language.

SECOND TERM.

1. Arithmetic, completed; Algebra, begun.
2. Geometry, completed; Geography and History, begun.
3. Physiology and Hygiene.
4. Grammar and Analysis, completed.
5. Lessons once or twice a week in Botany and Zoology.

THIRD TERM.

1. Algebra, completed; Book-keeping.
2. Geography and History, completed.
3. Natural Philosophy.
4. Rhetoric and English Literature.
5. Lessons once or twice a week in Mineralogy and Geology.

FOURTH TERM.

1. Astronomy.
2. Mental and Moral Science, including the principles and art of reasoning.
3. Theory and art of teaching, including —
   (1) Principles and Methods of Instruction.
   (2) School Organization and Government.
   (3) School Laws of Massachusetts.
4. The Civil Polity of Massachusetts and the United States.

"In connection with the foregoing, constant and careful attention is to be given throughout the course to Drawing and Delineations on the blackboard; Vocal Music; Spelling, with derivations and definitions; Reading, including analysis of sounds and vocal gymnastics; and Writing.

"The Latin and French languages may be pursued as optional studies, but not to the neglect of the English course.

"General exercises in Composition, Gymnastics, Object Lessons, etc., to be conducted in such a manner and at such times as the Principal shall deem best.

"Lectures on the different branches pursued, and on related topics, to be given by gentlemen from abroad, as the Board of Visitors shall direct, and also by the teachers and more advanced scholars.

"The order of the studies in the course may be varied in special cases, with the approval of the Visitors.

N. B. The mere enumeration of branches, as above, gives but an inadequate idea of what is actually done in the school. The thought of teaching is a more or less prominent accompaniment of all the pupil's learning. It influences the mode and character of most of the exercises, and imparts a tone and zest to the whole work, difficult to describe, but which determines whatever of distinctive character the Normal School possesses.

GRADUATES' COURSE.

Graduates of the regular course who desire further preparation, receive instruction in the higher mathematics, classical and modern languages, natural sciences, history, literature, and the philosophy of teaching. They may also have practice in teaching as substitutes in the city schools.

THE PRACTICE OF TEACHING.

In addition to the work of the study and the class-room, systematic observation of schools and actual practice in teaching constitute an important element in our course of training.

By the generous co-operation of the school authorities of the city of Worcester, an arrangement has been made whereby pupils of the Normal School, in their senior year, serve as assistants or apprentices to superior teachers in the public schools, and thus have real practice in the instruction and management of school children, under the joint supervision of the city superintendent of schools and the faculty of the Normal School.

GOVERNMENT AND DISCIPLINE.

Pupils are confronted with no code of rules. They are cordially met, and treated with confidence from the first. At the same time, nothing short of regular attendance, good behavior, and full allegiance to the School in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.

HEALTH.

Recognizing the physical integrity and well-being of our pupils as an indispensable prerequisite to their success, either as scholars or teachers, we postpone the care of their health to no other duty whatever. This often involves a sacrifice of present progress in study; but, unless we discredit the most emphatic teachings of those best qualified to judge, it is the part of wisdom.

Our aim is, first, to instruct the students in the care of their health; and, secondly, to make it easy for them to put such instruction into practice.

To this end we try, first, to gain a knowledge of every pupil's actual state of health; secondly, to regulate and temper his or her habits accordingly; and, thirdly, to watch the results. We endeavor to ascertain, with due delicacy, the facts bearing upon the following points, with reference to all students, not only at their admission to the school, but from time to time throughout their course:

1. Weight.
2. Height.
3. Chest-girth.
4. Waist-girth.
5. Eyesight.
6. Hearing.
7. Appetite.
8. Sleep.

The following questions are also asked at the time of admission:

1. Have you had serious or protracted illness within two years? If so, state, as fully as you choose, the particulars about it, and especially whether you have fully recovered.

2. Have you a tendency or liability to any particular form of disease; for example, neuralgia, headache, or sore throat? If so, state, as fully as you choose, what the disease is, and what you do to avoid it.

3. What is the name and address of the physician usually employed in your family?

If a state of health is at any time discovered that needs the attention of a physician, the pupil is required to consult one without delay. In abnormal conditions of the eye, Dr. Lewis S. Dixon has been regularly consulted. More than twenty-three per cent. of our students have required his services at the time of entering school.

Considerably more time is allowed for the study of physiology than is usual in schools of this class, and much effort is made to give to the instruction and investigations a practical turn; to deal with living questions of hygiene, as they arise in every-day life, especially such as have a personal interest and importance for the pupils.

The evil effects of hurry and worry are made apparent, and are guarded against in many ways, chiefly the following:

Ample and frequent recesses are not only allowed but insisted on. No pupil is ever occupied with study or recitation more than forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, as at home, in free social enjoyment. The intermission allowed for this repast is one hour long, and study is not permitted to infringe upon a moment of it.

Care is taken that, along with the admonitions against hurry, time enough be given, in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school work. Those who find themselves ill, or too much fatigued for duty, are advised to take immediate rest; and a quiet room — one of the lightest and pleasantest in the building — is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading matter; and here any student may find, at the moment of need, quiet and rest. It should be added that no instance of abuse of this privilege has come to our knowledge, while its great value as a sanitary appliance has been fully proved.

INCIDENTAL ADVANTAGES.

The city of Worcester is rich in means of culture, and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well arranged cabinets of the Lyceum and Natural History Association are open for inspection and available for the purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American history.

The Free Public Library, however, is the one which is most used by students of the Normal School. This consists of a large and well endowed reference library, and of a circulating department which is generously supported. Connected with it are reading rooms supplied with upwards of 175 papers and periodicals. The use of this institution is free in all its departments, and students are encouraged to avail themselves of its facilities, and politely assisted in pursuing investigations.

RAILROAD FARES.

All the lines of railroad centering in Worcester will issue season tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

Students are advised, however, to board in the city, if possible. Not much is saved, pecuniarily, by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at some disadvantage.

ACCOMMODATIONS AND EXPENSES.

There is at present no boarding-house connected with the school, but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. The Principal willingly assists all who apply.

The average cost of board (generally including room, fuel, light and washing) to those now in attendance, who are away from home, has been ascertained to be about $4.14 per week.

The necessary incidental or miscellaneous expenses have averaged about $4.53 for each pupil for the term.

These averages are believed to represent strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

STATE AID.

The Commonwealth has regularly appropriated the sum of eight hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

INVITATION.

The parents and friends of the pupils, and all who are interested in schools, are cordially invited to visit this institution and observe for themselves its daily working.

The School Committees of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school — especially designed, as it is, to aid them in their work of improving our public instruction — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

There is no session of the school on Monday. On other days the hours are from nine o'clock to a quarter past three, with an intermission of an hour at noon. This arrangement has been found the most convenient for ninety-six per cent. of the pupils.

GIFTS.

A photograph of Guido's Aurora, from the Third Class of Graduates, July, 1877.

A photograph of the Colosseum at Rome, from the Fourth Class of Graduates, January, 1878.

A specimen of the fruit of the *Citrus Decumana*, from Capt. C. V. Parkhurst, East Templeton.

Interesting natural objects for the cabinet, from teachers and pupils.

Communications may be addressed to the Principal, 184 Lincoln Street, or to

HON. HENRY CHAPIN,

Chairman of the Board of Visitors, Worcester.

APPENDIX.

QUESTIONS USED AT THE ENTRANCE EXAMINATION, JULY, 1877.

These questions are printed merely to indicate, in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School Committees, Teachers and others may receive copies of the examination questions regularly, by applying to the Principal.

ARITHMETIC.

1. How many quires make a ream? How many degrees in a circumference? How many pounds in a barrel of flour? How many inches in a meter? What are the dimensions of a cord of wood?

2. Define *digit, currency, cube, bank discount, ratio.*

Analyze the two following:

3. The difference between 5-6 of a number and 3-8 of it is $16\frac{1}{2}$; what is the number?

4. A man bought a number of sheep for $240, and, 4 of them having died, he sold $\frac{3}{5}$ of the remainder for what they cost, and received $60. How many did he buy?

5. Write all the prime numbers between 125 and 150.

Solve the two following by proportion:

6. If 9 apples are worth 7 oranges, how many oranges can be bought for 144 apples?

7. If the interest of $450 for 1 y. 3 m. 18 d. at 6 per cent. is $35.10, what is the interest of $600 for 7 4-5 months at 5 per cent.?

8. How many liters in 3 gals. 3 qts. 1 pt.?

9. A and B start from one corner of a rectangular park which is 224 rods long and 132 rods wide, A walking diagonally across it at the rate of 14 rods a minute, and B going around the sides at the rate of 20 rods a minute. Which will arrive at the opposite corner first, and how long must he wait for his companion?

10. Find the least common multiple of 5, 6, 24 and 27, and explain the work fully.

11. The greater of two bins is to the less as 4 to 3. The greater is 56 ft. long, 42 ft. wide, 18 ft. deep. What is one edge of a cubical bin which will contain as much as the other two together?

12. How many strokes does a clock strike in one day?

13. How much gold can be bought for $15.51 in currency when the premium is 3 2-5 per cent.?

14. How much must a dealer ask for a book which cost 50 cents, in order to abate 10 per cent. on the asking price, and still make 8 per cent. on the cost?

15. Make and receipt a bill for the following items:

15,200 bricks at 16.50 a thousand;

1,250 laths at 42 cents a hundred.

16. $\dfrac{\frac{7}{8}}{3\text{-}11}$ of $12\frac{1}{2}$ $\Big/$ $\dfrac{\frac{1}{3}}{7\frac{1}{2}} \times 8\frac{3}{4}$ $-$ $\dfrac{1\frac{1}{3}}{\dfrac{1-\frac{1}{3}}{\dfrac{1+3\text{-}5}{1-3\text{-}5}}}$ $= ?$

17. Describe (without illustrating) how fractions are reduced to a common denominator.

18. Solve the problems which will be placed upon the blackboard.

GEOGRAPHY.

1. Name the Central American States.

2. Bound the smallest of the United States.

3. Name and locate one city in each of the Grand Divisions of the earth.

4. Name a peninsula in the southern part of Russia, and the body of water into which it projects.

5. What rivers empty into the Sea of Aral?

6. Name a city that has either no latitude or no longitude.

7. Either the latitude or the longitude of Paris is about 49°; which is it?

8. Which is the larger, Lake Superior or the Caspian Sea?

9. Draw a map of our Atlantic coast.

10. Give the boundaries of the Physical Zones.

11. In what direction must a vessel sail to be helped by the trade winds?

12. What fact can be learned from knowing the difference in time of two places?

13. Name and give the distance of the city in the United States farthest from Washington.

14. Name five of the United States crossed by the parallel of 40° North Latitude.

15. Draw a map of a state lying on the left bank of the Mississippi River and name it.

16. "In the dimmest north-east distance dawned Gibraltar, grand and gray."—*Browning.*

What is Gibraltar, and from what point of view must we suppose the above words spoken?

17. The island of Ceylon is on the meridian of 80° East Longitude.

Make this meridian the eastern boundary of a hemisphere, draw and

name the western boundary, and then indicate, within this circle, the location of Worcester and of Jerusalem.

18. Lade a ship in China with three articles for exchange in New York; add something at the largest emporium on the way, and bring to New York, via Cape Horn. Name the port from which the vessel sailed, the stopping-place and the four articles brought.

GRAMMAR.

1. Mention a noun with an irregular plural termination.

2. What is the difference between *geniuses* and *genii?* *cows* and *kine?* *fish* and *fishes?*

3. When will you use *couple*, in the plural? when *couples?* when *pair?* *pairs?*

4. What part of speech is the type of the Subject? What other parts of speech may stand in its place?

5. What part of speech is the type of the Predicate? How is the Predicate enlarged?

6. What places may be occupied in the sentence by the Noun Clause?

7. What idea is conveyed by the use of *shall* in the first person? *will* in the first? *shall* in the third? *will* in the third?

8. Give the principal parts of the verbs *to steal* and *to steel.*

9. In what respect does the Infinitive agree with the noun? In what respect do they differ?

10. Mention words which are both Conjunctions and Adverbs. How can it be told whether a word is an Adverb or a Conjunction?

11. "I know thee not; why *then* should I betray thee!"
"'Twas pity *though.*"

Are the italicized conjunctions co-ordinate or subordinate? What idea is expressed by *then?* by *though?*

12. "Let life be short, else shame will be too long."
"Her style is a great deal better than anybody else's."

What part of speech is *else* in each of the above sentences?

13. What parts of speech may *only* be? *as? but?*

14. What is meant by difference of Voice? Why have Intransitive Verbs no Voice?

15. "*As good* dissemble that thou mean'st,
As first mean truth and *then* dissemble it."—*Marlowe.*

Name the part of speech of each of the italicized words.

15. Parse *that.*

16. What is the difference in meaning of the two expressions, "three first," and "first three"? Which is generally preferred by grammarians?

17. What is a *sentence?* What are its essential elements?

18. Correct false syntax in following examples:

There were a quantity of people present.
The silk feels smoothly.
Shakspeare is greater than any English poet.
Who did you write to?

HISTORY.

1. Who were the Mound builders?

2. State the two theories held with reference to the presence of the Indian in America.

3. State briefly the cause of each of the following wars: The French and Indian; the Algerine; the war of 1812; Mexican; war of the Rebellion.

4. Name four distinguished statesmen of the last forty years, giving the office or offices held by each under our government.

5. What changes were made in the political geography of America by the treaty of Paris, 1763? What in the political geography of the United States by that of 1783?

6. What was the political question of Washington's Administration? of John Quincy Adams's? the great event of Polk's? of Pierce's? of Lincoln's?

7. To what work on United States History would you refer to settle a disputed point?

8. Name a great American poet, living or dead; painter; scientist; historian; jurist.

9. What two dates in our history seem to you the most significant? why?

10. Draw a map of Kentucky and Tennessee, indicating the line of defences held by the Confederates at the beginning of 1862, and state the change in the relative position of the two armies, at the close of the same year.

GENERAL.

1. Name five educational institutions of different kinds in Massachusetts.

2. What is the meaning of *insolvent?* of *intestate?*

3. How many hours of sunlight in the shortest day of the year?

4. Make a list of five books, as if for your own library.

5. Name three members of the President's Cabinet.

6. Who was king of England one hundred years ago?

7. Write a poetical quotation, and give the name of the author.

8. Mention one of the Waverley Novels, and give the name of the author.

9. Name five common birds.

10. Give, as nearly as you can, the average price of a good horse; a ton of coal; a barrel of flour; railroad fare per mile; an acre of good farming land in Massachusetts.

NOTE.— In Spelling, one hundred words were selected from an article in a juvenile magazine.

ENSE PETIT PLACIDAM
SUB LIBER TATE QUIETEM

MASSACHUSETTS

STATE NORMAL SCHOOL

AT WORCESTER.

CATALOGUE AND CIRCULAR.

1879.

BOSTON:
Rand, Avery, & Co., Printers to the Commonwealth,
117 Franklin Street.
1879.

WILBAR
WILBURN &C.

MASSACHUSETTS

STATE NORMAL SCHOOL

AT WORCESTER.

CATALOGUE AND CIRCULAR.

FIFTH YEAR, 1879.

BOSTON:
Rand, Avery, & Co., Printers to the Commonwealth,
117 Franklin Street.
1879.

STATE BOARD OF EDUCATION.

ESTABLISHED IN 1837.

His Excellency, THOMAS TALBOT, Billerica, *ex-officio.*

His Honor, JOHN D. LONG, Hingham, *ex-officio.*

Rev. WILLIAM RICE, D.D.	Springfield.
Term expires 1879.	
Hon. CONSTANTINE C. ESTY, A.M. . . .	Framingham.
Term expires 1880.	
Rev. CHRISTOPHER C. HUSSEY . . .	Billerica.
Term expires 1882.	
Rev. CHARLES B. RICE, A.M.	Danvers.
Term expires 1883.	
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Term expires 1884.	
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Term expires 1886.	
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Term expires 1886.	

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ELI A. HUBBARD, A.M., *Agent*	Springfield.
WALTER SMITH, *Director of Art Education* .	South Boston.

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E. HARLOW RUSSELL, Principal.

Miss REBECCA JONES.

CHARLES F. ADAMS.

Miss JULIET PORTER.

HENRY W. BROWN.

Miss HELEN F. MARSH.

In addition to the work of the regular teachers, instruction has been given, by lectures and otherwise, upon special topics, as follows: —

Anniversary Address, by Rev. Thomas Hill, D.D., of Portland.

Arithmetical Analysis, by Mr. Eli A. Hubbard, A.M., Agent of the State Board of Education.

Sewing in the Boston Schools, by Miss Lucretia P. Hale, late of the Boston School Committee.

Sewing in the Worcester Schools, by Mrs. Sarah B. Earle, of the Worcester School Committee.

History and Literature, by Prof. William P. Atkinson, of the Massachusetts Institute of Technology.

Insects: their Structure, Habits, and Classification, by Francis G. Sanborn, Esq., of Andover.

The Method of Socrates, by A. Bronson Alcott, Esq., of Concord.

Field Lesson in Plants, by Prof. Thos. E. N. Eaton, of Worcester Free Institute.

Field Lesson in Birds, by Mr. Edward H. Forbush, of Worcester.

Choral Singing, by Mrs. Marion J. Sumner, of the Worcester County Music School.

ABRAM EVERETT . . . . . Janitor.

STUDENTS.

RESIDENT GRADUATES.

NAMES.	RESIDENCES.
Effie Lillian Bennett	*Worcester.*
Sarah Ann Boyd	*Cherry Valley.*
Emma Frances Brown	*Worcester.*
Ella Agnes Casey	*Worcester.*
Lizzie Edwina Chapin	*Worcester.*
Jennie Cora Clough	*Worcester.*
Ellen Montgomery Fitts	*Worcester.*
Ida Louise Gaskill	*Blackstone.*
Ella Eudora Goddard	*Worcester.*
Mary Rosalie Goddard	*Worcester.*
Clara Amelia Grout	*Worcester.*
Mary Field Harrington	*Worcester.*
Mary Elizabeth Houghton	*Worcester.*
Lucia Naomi Jennison	*East Templeton.*
Gertrude Mitchell King	*Nantucket.*
Ella Jane Lyford	*Spencer.*
Joseph Chauncey Lyford	*Spencer.*
Armina Lillian Paul	*Worcester.*
Minnie Willietta Sherman	*Worcester.*
Anna Maud Smith	*Worcester.*
Carrie Angelicia Smith	*Worcester.*
Fanny Louise Smythe	*Worcester.*
Hannah Arabella Tucker	*Worcester.*
Marion Capitola Tucker	*Worcester.*
Isabella Livingston Tullis	*Worcester.*
Nellie Blake Webber	*Worcester.*
Jennie Abbie Whitney	*Worcester.*

FIRST CLASS.

Cora Olympe Alton	*Worcester.*
Eugene Bacon	*Framingham.*
Mary Etta Buxton	*Worcester.*
Mary Ella Clark	*Paxton.*
Mary Jennie Theo Cunningham	*Worcester.*
Susan Drake	*Spencer.*

NAMES.	RESIDENCES.
Maggie Agnes Flaherty	*Worcester.*
Emma Lorette Giffin	*Templeton.*
Katie Elizabeth Kenney	*Worcester.*
Harriet Lightbourn	*Worcester.*
Ellen French Lindsay	*Grafton.*
Henrietta Agnes Murray	*Worcester.*
Anna Harriet Newton	*Paxton.*
Edwin Thomas Painter	*Worcester.*
Nellie Louisa Pierce	*Orange.*
Emma Miller Plimpton	*Northbridge.*
Mary Agnes Rourke	*Worcester.*
Mary Abbie Sanborn	*West Baldwin, Me.*
Rosa Isabelle Seavey	*Worcester.*
Abby Brewer Shute	*Auburn.*
Maude Mary Smith	*Grafton.*

SECOND CLASS.

[In compliance with a vote of the Board of Education, no class was admitted in February, 1878.]

THIRD CLASS.

NAMES.	RESIDENCES.
Selma Petronella Ahlstrom	*Worcester.*
Sarah Maria Averill	*Plainfield, Conn.*
Cora Anna Baldwin	*Worcester.*
Mary Elizabeth Barnard	*Worcester.*
Mary Teresa Begley	*Charlton.*
Julia Augusta Bigelow	*Worcester.*
Mary Mead Bowen	*Worcester.*
Sarah Maria Davis	*Webster.*
Katie Ellen Dunn	*Fitchburg.*
Daisy Alice Fairchild	*Worcester.*
Hattie Grant Gates	*Worcester.*
Emma Gertrude Goodwin	*Worcester.*
Mary Gertrude Griggs	*Worcester.*
Cynthia Maria Hawes	*Grafton.*
Etta Lorenda Hill	*West Upton.*
Mary Jennie Hills	*Fitchburg.*
Caroline Elizabeth Howe	*Paxton.*
Dora Elizabeth Hunt	*Worcester.*
Mary Anne Kane	*North Brookfield.*
Mabelle Eliza Knowlton	*Shrewsbury.*
Mary Emily McCormick	*Worcester.*
Frances Dolbell Martin	*Worcester.*

NAMES.	RESIDENCES.
Alice Eliza Meriam	*Worcester.*
Emma Sophronia Peirce	*Leicester.*
Alice Baker Rice	*Hopkinton.*
Anna Philena Smith	*Central Village, Conn.*
Mary Alice Smith	*Worcester.*
Marina Harwood Tucker	*North Brookfield.*

FOURTH CLASS.

Hattie Bond Andrews	*Worcester.*
Eva Belle Beals	*Worcester.*
Florence Bicknell	*Rowe.*
Hannah Bond	*Millbury.*
Idella Mahala Brewster	*Webster.*
Olive Maria Butler	*Worcester.*
Elida Maria Capen	*Worcester.*
Alice Chapin	*Auburn.*
Madge Helena Coughlin	*Worcester.*
Rebecca Harlow Davie	*Worcester.*
Emma Bryant Dudley	*Webster.*
Abbie Calista Hale	*Hubbardston.*
Mary Elizabeth Ham	*Pittsfield, N.H.*
Hettie Lee Holman	*Leicester.*
Clara Iva Howe	*Worcester.*
Margaret Miriam Jackson	*Worcester.*
Eliza Jane Keegan	*Shrewsbury.*
Anna Trask Kelley	*Worcester.*
Margaret Agnes Mahony	*Worcester.*
Alice Caroline Mason	*Worcester.*
Jessie Avery Morgan	*Oakham.*
Catherine Teresa Nevins	*Nantucket.*
Georgiana Maria Newton	*Worcester.*
Bertha May Peckham	*Cordaville.*
Alla Anna Proctor	*Westport, Mo.*
Annie Carmeta Sargent	*Grafton.*
Jennie Melenda Sprout	*Worcester.*
Angenette Ethelinda Stone	*Worcester.*
Ella Lillie Taft	*Worcester.*
Jennie Matilda Tainter	*Worcester.*
Mabel Burnside Tew	*Worcester.*
Emma Frances Tilton	*Sandwich Centre, N.H.*
Caroline Elizabeth Thompson	*Worcester.*
Caroline Louise Houlton Thompson	*Worcester.*
Mary Blanche Wheatly	*Worcester.*

SUMMARY OF NUMBERS.

Number in the First Class	21
Number in the Third Class	28
Number in the Fourth Class	35
Number of Resident Graduates	27
Total	111

GRADUATES.

NOTE. — All the graduates have been examined and approved as teachers for the schools of Worcester, by the examining committee of the School Board of this city.

FIRST CLASS, JULY, 1876.

NAMES.	RESIDENCES.
Lydia Walker Ball	*Upton.*
Harriette Crook.	*Valley Falls.*
Ella Eudora Goddard	*Worcester.*
Ella Jane Lyford	*Spencer.*
Joseph Chauncey Lyford	*Spencer.*
Marianna Newton	*Worcester.*
Alice Vara Proctor	*Spencer.*
Hannah Arabella Tucker	*North Brookfield.*
Celia Eliza Whiteman	*LeRoy, N.Y.*
Fanny Alberta Williams	*Worcester.*

SECOND CLASS, JANUARY, 1877.

Frances Maria Athy	*Worcester.*
Effie Lillian Bennett	*Worcester.*
Sarah Ann Boyd	*Cherry Valley.*
Florence Emily Brown	*East Douglas.*
Harriet Abigail Brown	*East Douglas.*
Mary Ellen Cecilia Carroll	*Worcester.*
Jennie Luliona Dearborn	*Worcester.*
Clara Amelia Grout	*Worcester.*
Milly Jane Hall.	*Upton.*
Gertrude Hawkins	*Fitchburg.*
Augusta Seaver Houghton	*Wilkinsonville.*
Annie Devereaux Johnson	*Worcester.*
Helena Adelaide Marie Kalaher	*Worcester.*

NAMES.	RESIDENCES.
Gertrude Mitchell King	*Nantucket.*
Margaret Jane McCann	*Worcester.*
Mary Elizabeth Murphy	*Worcester.*
Jeannette Maria Putnam	*Northbridge.*

THIRD CLASS, JULY, 1877.

Carrie Maria Adams	*Worcester.*
Emma Abbie Bigelow	*Holden.*
Ida Frances Boyden	*Oakham.*
Jenny Ellis Chandler	*Duxbury.*
Bessie Alice Chase	*Worcester.*
Josepha Percy Chase	*Worcester.*
Katie Agnes Coughlin	*Worcester.*
Mabel Crane	*Blackstone.*
Mary Rebecca Doherty	*Worcester.*
Eliza Ann Fairbanks	*Westborough.*
Ellen Montgomery Fitts	*Worcester.*
Mary Elizabeth Fitzgerald	*Worcester.*
Ida Louise Gaskill	*Blackstone.*
Ella Eudora Hall	*Worcester.*
Mary Field Harrington	*Worcester.*
Anna Beatrice Hopkins	*Worcester.*
Olive Rice Jenks	*Spencer.*
Lucia Naomi Jennison	*East Templeton.*
Mary Anne Kean	*Worcester.*
Anna Maria Murray	*Worcester.*
Katie Ann McCarthy	*Worcester.*
Minnie Willietta Sherman	*Worcester.*
Anna Maud Smith	*Worcester.*
Hattie Urania Thwing	*Worcester.*
Annie Teresa Timon	*Worcester.*
Isabella Livingston Tullis	*Worcester.*
Jennie Abbie Whitney	*Worcester.*

FOURTH CLASS, JANUARY, 1878.

NAMES.	RESIDENCES.
Lizzie Joanna Andrews	*Worcester.*
Addie Jane Booth	*Worcester.*
Ella Agnes Casey	*Worcester.*
Lizzie Edwina Chapin	*Worcester.*
Jennie Cora Clough	*Worcester.*
Edna Currier	*Worcester.*
Anna Crosby Cutting	*Templeton.*

Katie Anna Follon	*Worcester.*
Addie Eliza Kendall	*Worcester.*
Armina Lillian Paul	*Worcester.*
Lilla Maria Rice	*Grafton.*
Fanny Louise Smythe	*Worcester.*
Marietta Sykes	*Blackstone.*
Mary Alice Winter	*Northbridge.*

FIFTH CLASS, JULY, 1878.

Nettie Eliza Adams	*Fitchburg.*
Elizabeth Estelle Bent	*South Gardner.*
Emma Frances Brown	*Worcester.*
Isabella Newton Eddy	*Leicester.*
Mary Abby Hayward	*Ashby.*
Mary Elizabeth Houghton	*Worcester.*
Isabel Pemberton Morey	*West Brookfield.*
Harriet Betsy Sargent	*South Gardner.*
Carrie Angelicia Smith	*Worcester.*
Nellie Blake Webber	*Worcester.*

SIXTH CLASS, JANUARY, 1879.

Jennie Irene Adams	*Fitchburg.*
Hattie Woodward Arnold	*Westborough.*
Emma Buckley	*Worcester.*
Mary Rosalie Goddard	*Worcester.*
Mary Emma Hastings	*Westborough.*
Jennie Leonora Higgins	*Worcester.*
Effie Francis Kinne	*Plainfield, Conn.*
Katie Agatha McLoughlin	*Worcester.*
Hattie Stearns Putnam	*Worcester.*
Sarah Elizabeth Rogers	*Worcester.*
Adeline Estelle Sprague	*Worcester.*
Marion Capitola Tucker	*Worcester.*

SUMMARY OF NUMBERS.

Number in the First Class	10
Number in the Second Class	17
Number in the Third Class	27
Number in the Fourth Class	14
Number in the Fifth Class	10
Number in the Sixth Class	12
Total	90

MARRIAGES OF GRADUATES.

At Worcester, June 29, 1878, Harriette Crook, of the First Class, to Mr. Fred. Snider, of Northampton.

At Brooklyn, N.Y., May 21, 1879, Isabella Livingston Tullis, of the Third Class, to Mr. William A. Harding, jun., of Wooster, O.

At Lunenburg, June 12, 1879, Gertrude Hawkins, of the Second Class, to Mr. Charles F. Wilson, of Fitchburg.

CALENDAR.

SIXTH SCHOOL YEAR.

1879.

First term begins . . . . . Tuesday, Sept. 9.

RECESS, THANKSGIVING WEEK.

1880.

First term ends . . . . . Tuesday, Jan. 27.

VACATION, TWO WEEKS.

Second term begins . . . . . Tuesday, Feb. 10.

RECESS, SECOND WEEK IN MAY.

Second term ends . . . . . Wednesday, July 1.

VACATION, TEN WEEKS.

SPECIAL NOTICE.

Entrance examinations occur twice a year, — at the beginning of each term, — and at no other time.

Exercises of graduation occur once a year only, — namely, on the last day of the summer term, — and are always open to the public.

CIRCULAR OF INFORMATION.

INTRODUCTORY.

The following extract from the Thirty-seventh Annual Report (1872–73) of the Board of Education gives, in outline, a history of the establishment of this school: —

"By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors a tract of land of not more than five acres, to be located by the governor and council, within certain limits fixed in the Resolve. An appropriation of sixty thousand dollars was made upon condition that the city of Worcester should pay to the Board of Education for the purposes named in the Resolve the sum of fifteen thousand dollars. This condition was promptly complied with. The tract was located by the governor and council, Sept. 2, 1871; and, on the nineteenth day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

"The tract of land located is upon Hospital Hill, in Hospital Grove (formerly so called), within a short distance from the new Union Depot now in process of erection, a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished."

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The eminence upon which it stands commands a view of city, village, and country, for many miles around.

The exercises of dedication took place on Friday, Sept. 11, 1874;

and on the following Tuesday (Sept. 15) the school was opened to pupils.

DESIGN OF THE SCHOOL.

The single object for which the school is maintained is the preparation of teachers for our public schools.

None, therefore, are admitted who do not intend to teach; and only those are encouraged to remain who show intelligence, aptitude, and enthusiasm for the work.

CONDITIONS OF ADMISSION.

The required age is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character; must have good health; must promise a faithful observance of school regulations; and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

To such as intend to teach in the public schools of Massachusetts, whether residents of this State or not, tuition is free; those intending to teach in other States, or in private schools, are required to pay in advance $15 a term ($30 a year) for tuition. A fee of $2 a term in advance is required of each pupil to meet incidental expenses.

Pupils who withdraw from the school without permission of the principal must pay at the rate of $15 a term for the tuition they have received.

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches; viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Express warning is given against trying to enter, in the hope of "making up" deficiency in any of these departments.

The scope and character of the examination are indicated by the "Questions" printed in the Appendix.

The regular examination begins on the first day of each term; and applicants must be present at that time, unless detained by sickness or other imperative and unforeseen necessity.

The examination will continue through two days; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

COURSE OF STUDY.

The Board of Education, by a vote passed Jan. 9, 1866, prescribed the following course of study for the State Normal Schools: —

The time of the course extends through a period of two years, and is divided into terms of twenty weeks each, with daily sessions of not less than five hours, five days each week.

BRANCHES OF STUDY TO BE PURSUED.

FIRST TERM.

1. Arithmetic, oral and written, begun.
2. Geometry, begun.
3. Chemistry.
4. Grammar, and analysis of the English language.

SECOND TERM.

1. Arithmetic, completed; algebra, begun.
2. Geometry, completed; geography and history, begun.
3. Physiology and hygiene.
4. Grammar and analysis, completed.
5. Lessons once or twice a week in botany and zoölogy.

THIRD TERM.

1. Algebra, completed; bookkeeping.
2. Geography and history, completed.
3. Natural philosophy.
4. Rhetoric and English literature.
5. Lessons once or twice a week in mineralogy and geology.

FOURTH TERM.

1. Astronomy.
2. Mental and moral science, including the principles and art of reasoning.
3. Theory and art of teaching, including: —
   (1) Principles and methods of instruction.
   (2) School organization and government.
   (3) School laws of Massachusetts.
4. The civil polity of Massachusetts and the United States.

In connection with the foregoing, constant and careful attention is to be given throughout the course to drawing and delineations on the

blackboard; vocal music; spelling, with derivations and definitions; reading, including analysis of sounds and vocal gymnastics; and writing.

The Latin and French languages may be pursued as optional studies, but not to the neglect of the English course.

General exercises in composition, gymnastics, object lessons, &c., to be conducted in such a manner and at such times as the principal shall deem best.

Lectures on the different branches pursued, and on related topics, to be given by gentlemen from abroad, as the Board of Visitors shall direct, and also by the teachers and more advanced scholars.

The order of the studies in the course may be varied in special cases, with the approval of the Visitors.

N. B. The mere enumeration of branches, as given above, gives but an inadequate idea of what is actually done in the school. The thought of teaching is a more or less prominent accompaniment of all the pupil's learning. It influences the mode and character of most of the exercises, and imparts a tone and zest to the whole work, difficult to describe, but which determines whatever of distinctive character the Normal School possesses.

GRADUATES' COURSE.

Graduates of the regular elementary course who desire further preparation receive instruction in the higher mathematics, classical and modern languages, natural sciences, history, literature, and the philosophy of teaching. They may also have practice in teaching as substitutes in the city schools.

THE PRACTICE OF TEACHING.

In addition to the work of the study and the class-room, systematic observation of schools and actual practice in teaching constitute an important element in our course of training.

By the generous co-operation of the school authorities of the city of Worcester, an arrangement has been made whereby pupils of the Normal School, in their senior year, serve as assistants or apprentices to superior teachers in the public schools, and thus have several weeks of real practice in the instruction and management of school-children, under the joint supervision of the city superintendent of schools and the faculty of the Normal School.

GOVERNMENT AND DISCIPLINE.

Pupils are confronted with no code of rules. They are cordially met, and treated with confidence from the first. At the same time,

nothing short of regular attendance, good behavior, and full allegiance to the school in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.

HEALTH.

Recognizing the physical integrity and well-being of our pupils as an indispensable pre-requisite to their success, either as scholars or teachers, we postpone the care of their health to no other duty whatever. This often involves a sacrifice of present progress in study; but, unless we discredit the most emphatic teachings of those best qualified to judge, it is the part of wisdom.

Our aim is, first, to instruct the students in the care of their health; and, secondly, to make it easy for them to put such instruction into practice.

To this end we try, first, to gain a knowledge of every pupil's actual state of health; secondly, to regulate and temper his or her habits accordingly; and, thirdly, to watch the results. We endeavor to ascertain, with due delicacy, the facts bearing upon the following points, with reference to all students, not only at their admission to the school, but from time to time throughout their course: —

1. Weight.
2. Height.
3. Chest-girth.
4. Waist-girth.
5. Eyesight.
6. Hearing.
7. Appetite.
8. Sleep.

The following questions are also asked at the time of admission: —

1. Have you had serious or protracted illness within two years? If so, state, as fully as you choose, the particulars about it, and especially whether you have fully recovered.

2. Have you a tendency or liability to any particular form of disease, — for example, neuralgia, headache, or sore throat? If so, state, as fully as you choose, what the disease is, and what you do to avoid it.

3. What is the name and address of the physician usually employed in your family?

If a state of health is at any time discovered that needs the attention of a physician, the pupil is required to consult one without delay. In abnormal conditions of the eye, Dr. Lewis S. Dixon has been regularly consulted. More than twenty per cent of our students have required his services at the time of entering school.

Considerably more time is allowed for the study of physiology than is usual in schools of this class, and much effort is made to give to the instruction and investigations a practical turn; to deal with living questions of hygiene, as they arise in every-day life, especially such as have a personal interest and importance for the pupils.

The evil effects of hurry and worry are made apparent, and are guarded against in many ways, chiefly the following: —

Ample and frequent recesses are not only allowed, but insisted on. No pupil is ever occupied with study or recitation more than forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, as at home, in free social enjoyment. The intermission allowed for this repast is one hour long, and study is not permitted to infringe upon a moment of it.

Care is taken, that, along with the admonitions against hurry, time enough be given, in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school work. Those who find themselves ill, or too much fatigued for duty, are advised to take immediate rest; and a quiet room — one of the lightest and pleasantest in the building — is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading-matter; and here any student may find, at the moment of need, quiet and rest. It should be added that no instance of abuse of this privilege has come to our knowledge, while its great value as a sanitary appliance has been fully proved.

INCIDENTAL ADVANTAGES.

The city of Worcester is rich in means of culture; and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well-arranged cabinets of the Lyceum and Natural History Association are open for inspection, and available for the purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American history.

The Free Public Library, however, is the one which is most used by students of the Normal School. This consists of a large and well-endowed reference-library, and of a circulating department which is generously supported. Connected with it are reading-rooms, supplied with upwards of one hundred and seventy-five papers and periodicals. The use of this institution is free in all its departments; and students are encouraged to avail themselves of its facilities, and politely assisted in pursuing investigations.

RAILROAD FARES.

All the lines of railroad centring in Worcester will issue season tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

Students are advised, however, to board in the city if possible. Not much is saved, pecuniarily, by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at some disadvantage.

ACCOMMODATIONS AND EXPENSES.

There is at present no boarding-house connected with the school; but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. The principal willingly assists all who apply.

The average cost of board (generally including room, fuel, light, and washing), to those now in attendance who are away from home, has been ascertained to be about $4.14 per week.

The necessary incidental or miscellaneous expenses have averaged about $4.53 for each pupil for the term.

These averages are believed to represent strict economy on the part of pupils; and, in making an estimate of expenses, it would probably be unsafe to go below the above figures.

STATE AID.

The Commonwealth has regularly appropriated several hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

INVITATION.

The parents and friends of the pupils, and all who are interested in schools, are cordially invited to visit this institution, and observe for themselves its daily working.

The school committees of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school, — especially designed, as it is, to aid them in their work of improving our public instruction, — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

There is no session of the school on Monday. On other days the hours are from nine o'clock to a quarter past three, with an intermission of an hour at noon. This arrangement has been found the most convenient for ninety-six per cent of the pupils.

GIFTS.

A plaster cast, by Brucciani of London, of the bust of Julius Cæsar; from the fifth class of graduates, July, 1878.

A handsome copy of the "Report on the Trees and Shrubs of Massachusetts," 2 vols., colored plates; from the venerable author, Hon. George B. Emerson, LL.D., of Boston.

A copy of "Castle Blair," from Miss Isabel P. Morey, of the fifth class of graduates.

Walker's Map of Worcester, from Dr. Merrick Bemis.

Spooner's edition of Boydell's Illustrations of Shakspere, 2 vols., with convenient adjustable table for holding the same; from James White, Esq.

A stuffed specimen of the Arctic Tern (*sterna macroura*), with

eggs of same, from Miss Gertrude M. King, of the second class of graduates.

Also various other interesting natural objects for the cabinet, from teachers and pupils.

Communications may be addressed to the principal, 184 Lincoln Street, or to Hon. E. B. Stoddard, chairman of the Board of Visitors, Worcester.

APPENDIX.

QUESTIONS USED AT THE ENTRANCE EXAMINATION, SEPTEMBER, 1878.

These questions are printed merely to indicate, in a general way, to those who may be preparing to enter the school, something of the standard required for admission. The class admitted at the above date answered correctly an average of 63.5 per cent.

School committees, teachers, and others, may receive copies of the examination questions regularly, by applying to the principal.

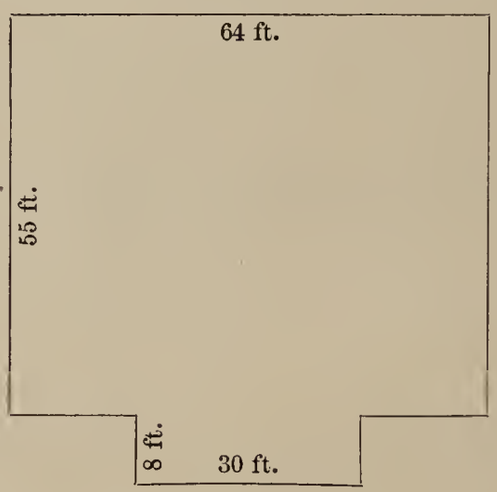
ARITHMETIC.

NOTE. — All the paper used in solving problems must be handed in; the examiners wish to see every figure of the work. Decimals are to be carried to three places only.

1. (*a*) Write the answers to the mental problems that will be given.
   (*b*) Add the ledger columns upon the blackboard.
2. If the metric system be adopted, what units will be used in the place of (*a*) the yard, (*b*) the mile, (*c*) the quart, (*d*) the pound, (*e*) the bushel?
3. Explain either of the following: —
   (*a*) Reduce $\frac{5}{8}$ to a decimal fraction.
   (*b*) Find the interest of $250 for 2 yrs. 4 mos. 24 ds. at six per cent.
4. Reduce $[(\frac{7}{16} + \frac{7}{30}) \div \frac{2}{3}] \div 2.33\frac{1}{3}$ to a simple fraction.
5. On the 10th of September, 1877, A. Gilman borrows of J. Watson five hundred dollars at six per cent. On the 10th of the following February, he pays fifty dollars.
   (*a*) Write the note, with the indorsement.
   (*b*) How much money will pay the above debt to-day?

6. How many gallons of water will a cistern contain which is 10 ft. in diameter and 10 ft. deep?

7. Allowing that a person needs 10 cu. ft. of fresh air per minute, in what time would 100 persons vitiate the air of this room, which is 21 ft. high, and whose floor dimensions are indicated by the subjoined plan?



8. Explain how taxes are computed.

9. If 16 horses consume 84 bushels of grain in 24 days, how many bushels will 32 horses consume in 48 days? Solve by proportion.

GEOGRAPHY.

1. Draw a rough map of Pennsylvania, and locate the following places thereon: Pittsburg, Harrisburg, Philadelphia, Erie, Oil City, Alleghany Mountains, Blue Mountains, Delaware River, Susquehanna River, Ohio River.

2. Name five important manufacturing cities of the United States, and state for what each is noted.

3. What States and large rivers are crossed in a journey by rail from Worcester to Washington?

4. Where and how are icebergs formed, and what becomes of them?

5. Describe, and illustrate by a rough map, the currents of the Pacific Ocean.

6. Where is the cotton belt of the United States?

7. How many high tides in one day?

8. Define the following: geyser, isothermal line, meridian, river-basin, cumulus.

9. Why are the tropics placed $23\frac{1}{2}°$ from the equator?

ENGLISH GRAMMAR.

1. Give examples of regular and of irregular plural forms.
2. Show how the subject may be expanded. The predicate.
3. Explain the difference between the following: —
   (*a*) He found the road easily.
   (*b*) He found the road easy.
4. (*a*) Do you determine the part of speech by form and definition, or by office and function?
   (*b*) Write a sentence in which an adverb plays the part of an adjective.
   (*c*) Write one in which a phrase or a clause stands for a noun.
5. What is an appositive? Give an example.
6. Explain and illustrate fully what you understand by gender.
7. (*a*) Write a sentence containing a verb in the passive voice.
   (*b*) Change the voice of the verb without altering the meaning of the sentence.

> "Fame is the spur that the clear spirit doth raise
> (That last infirmity of noble mind)
> To scorn delights and live laborious days;
> But the fair guerdon when we hope to find,
> And think to burst out into sudden blaze,
> Comes the blind Fury with the abhorred shears,
> And slits the thin-spun life." — *Milton.*

8. (*a*) Make a list of the subjects and their respective predicates in the above extract.
   (*b*) Of the transitive verbs and their respective objects.
   (*c*) To what is the parenthetical clause appositive?
   (*d*) What does the adverbial clause introduced by *when* modify?
   (*e*) Parse *that* in the first line.
9. Write the principal parts of the following verbs: —
   (*a*) Flee.
   (*b*) Fly.
   (*c*) Flow.
   (*d*) Fall.
   (*e*) Fell.

UNITED-STATES HISTORY.

1. What book relating to our history have you read or studied with most interest?

2. What period do you consider most fruitful of interest to children? Why?

3. Mention five events that seem to you peculiarly striking or significant.

4. Name five localities associated with stirring events in our history.

5. Write, in five separate columns, the facts indicated below in reference to our five principal wars: —

(1) Name of the war.
(2) Cause (very briefly).
(3) Approximate dates of beginning and end.
(4) Three eminent military leaders.
(5) Result (very briefly).

6. Explain why we often speak of England as the "mother country."

7. How much (approximately) has our population increased within the last century, and how do you account for the increase?

8. Explain what we mean by the suffrage.

9. Name two or three questions of public policy now occupying general attention.

10. State briefly the two sides of the tariff question.

GENERAL.

1. What is a cyclopædia?

2. What is a "strike" among laborers?

3. Name three common insects injurious to vegetation.

4. Where does the money come from that supports a State Normal School, and upon what ground is it contributed?

5. What is "communism"?

6. What is a "regular" physician?

7. Do you know what makes Stanley, a living American, distinguished?

8. What literary men are now ministers to foreign courts?

9. Mention some signs of human progress during this century.

10. What is embezzlement?

THE WORK OF OUR GRADUATES.

It is thought worth while to print here the following correspondence, which appeared in "The Worcester Daily Spy" for Feb. 20, 1879, as it answers questions frequently asked, and gives information of interest to the friends of the school and its graduates: —

WORCESTER, Feb. 17, 1879.

PROFESSOR E. H. RUSSELL, *Principal State Normal School, Worcester.*

My dear Sir, — You are probably aware that it is sometimes insinuated, and has even been asserted as a fact, that a large proportion of the graduates of normal schools do not teach at all, or teach only for a short time, and that they teach no better, on the whole, than those who have received no special training. It is proper that the public should know the facts of the case; and the purpose of this note is to ask you to be kind enough to supply me with such statistics as you may have at hand bearing upon the following points: —

1st, What proportion of your graduates teach in the public schools of the Commonwealth?

2d, What is the estimate of their success formed by those who employ them?

3d, How long do they continue in service?

Accurate answers are of course desirable; but, if you have no full data for such, then give, with what degree of fulness and definiteness you can, the facts in your possession.

Very truly yours,

E. B. STODDARD,

Chairman of Board of Visitors of Normal School at Worcester.

WORCESTER, Feb. 19, 1879.

HON. E. B. STODDARD, *Chairman Board of Visitors, &c.*

My dear Sir, — In answer to your note of inquiry in reference to the graduates of this school, I am glad to be able to furnish full and accurate information upon two, at least, of the three points you indicate. The bearing of such statistics as you ask for, upon a true estimate of the success or failure of schools maintained, as this is, for a specific purpose, has seemed to me so important that I have taken pains to follow, from the first, every step in the path of each graduate who has gone out from this institution, and to make careful record of all their successes and failures, so that there is always to be found upon our record-books a tolerably minute history of the teaching experience of every one of our graduates.

It should be borne in mind, that this school is as yet scarcely beyond its infancy, not having completed its fifth year, so that its records, however complete, cannot have the weight of those of older schools; but it is gratifying to know that the statistics of all our normal schools point in the same direction.

As to your first inquiry, "What proportion of your graduates teach," &c., —

Taking the three classes graduated prior to 1878, — the only ones that have been out of school long enough to furnish statistics of any value, — ninety-eight per cent of their members have taught school since graduating, and ninety-two per cent have taught in the public schools of Massachusetts.

Your next question is, "What is the estimate of their success formed by those who employ them?"

Re-election is, I believe, considered good evidence of approval; and our records show that ninety-seven per cent of all who have taught have been re-engaged by the same authorities that employed them at first. A second evidence of success, and one of no mean importance in these times, is increase of salary; and eighty-four per cent are known to have received such increase. In addition to this, circulars of inquiry have been sent to all persons having official charge of the schools taught by these graduates; and it appears from their written testimony that more than ninety per cent have already shown capacity and skill above the average, while a few are reported as displaying marked ability. They have had a wide experience, having served in every grade of school; in the rural districts, as well as in four of the largest cities of the State.

In regard to your third point, — length of service, — it is obvious that there has not been time enough for evidence of any value to be offered, as our first class was graduated in July, 1876. This may be said, however: That, of the graduates affording the above statistics, only two have quit teaching, — one on account of ill health, the other to be married.

With the hope that facts like the foregoing may, in the discussion of this question, come to take the place of loose expressions of mere opinion and feeling,

I remain, with great respect,

Yours truly,

E. H. RUSSELL.

DEATH OF JUDGE CHAPIN.

Hon. Henry Chapin, LL.D., chairman of the Board of Visitors of this school from its establishment, and ever one of its warmest and most judicious friends, died at his home in Worcester, on Sunday, the 13th of October, at the age of sixty-seven years.

At the next assembling of the school, the following expression of the sentiments of teachers and pupils was unanimously adopted: —

"We, the teachers and students of the State Normal School at Worcester, desire to express our sense of the great loss sustained by the school in the death of Hon. Henry Chapin.

"As chairman of the Board of Visitors of the State Board of Education, his relation to the school from the beginning has been so intimate and constant as to seem almost paternal.

"Remembering his sympathy with the object for which the school is maintained, his sagacity and patience in dealing with the details of its organization and progress, and the genial and buoyant influence of his presence and his words, — realizing the value to the school of this rare and manifold service, we deeply feel the loss of a wise and steadfast friend."

MASSACHUSETTS

STATE NORMAL SCHOOL

AT WORCESTER.

CATALOGUE AND CIRCULAR.

SIXTH YEAR, 1880.

BOSTON:
Rand, Avery, & Co., Printers to the Commonwealth,
117 Franklin Street.
1880.

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AT WORCESTER.

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BOSTON:
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117 Franklin Street.
1880.

STATE BOARD OF EDUCATION.

ESTABLISHED IN 1837.

His Excellency, JOHN D. LONG, Hingham, *ex-officio.*

His Honor, BYRON WESTON, Dalton, *ex-officio.*

Rev. CHRISTOPHER C. HUSSEY . . . . Billerica.
Term expires 1882.

Rev. CHARLES B. RICE, A.M. . . . . Danvers.
Term expires 1883.

Hon. ELIJAH B. STODDARD, A.M. . . . . Worcester.
Term expires 1884.

Rev. ALONZO A. MINER, D.D. . . . . Boston.
Term expires 1885.

CHARLES F. ADAMS, Jun., A.M. . . . . Quincy.
Term expires 1886.

Hon. HORATIO G. KNIGHT . . . . . Easthampton.
Term expires 1886.

Rev. WILLIAM RICE, D.D.. . . . . Springfield.
Term expires 1887.

Miss ABBY W. MAY . . . . . Boston.
Term expires 1888.

OFFICERS OF THE BOARD OF EDUCATION.

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GEORGE A. WALTON, A.M., *Agent* . . . . Newton.
ELI A. HUBBARD, A.M., *Agent* . . . . . Springfield.
WALTER SMITH, *Director of Art Education* . . South Boston.
C. B. TILLINGHAST, *Asst. Secretary and Treasurer* . Boston.

BOARD OF VISITORS.

Hon. E. B. STODDARD, A.M.
Rev. WILLIAM RICE, D.D.
Hon. JOHN W. DICKINSON, A.M.

TEACHERS.

E. HARLOW RUSSELL, Principal.

Miss REBECCA JONES.

CHARLES F. ADAMS.

Miss JULIET PORTER.

HENRY W. BROWN.

Miss HELEN F. MARSH.

In addition to the work of the regular teachers, instruction has been given, by lectures and otherwise, upon special topics, as follows: —

Anniversary Address, by Ex-Governor Rice, LL.D., of Boston.

School Government, by Mr. Eli A. Hubbard, A.M., Agent of the State Board of Education.

Penmanship, by Mr. William I. Marshall of Fitchburg.

Wordsworth, by Samuel Thurber, A.M., Principal of Worcester High School.

On Teaching, by Professor William P. Atkinson of the Massachusetts Institute of Technology.

Common Typical Insects, by Francis G. Sanborn, Esq., of Andover.

Singing, by Edward S. Nason, Esq., of Worcester.

Tennyson, by James T. Fields, Esq., of Boston.

ABRAM EVERETT . . . . . Janitor.

STUDENTS

PURSUING POST-GRADUATE STUDIES.

NAMES.	RESIDENCES.
Effie Lillian Bennett	*Worcester.*
Emma Frances Brown	*Worcester.*
Emma Buckley	*Worcester.*
Ella Agnes Casey	*Worcester.*
Lizzie Edwina Chapin	*Worcester.*
Jennie Cora Clough	*Worcester.*
Ella Eudora Goddard	*Worcester.*
Mary Rosalie Goddard	*Worcester.*
Clara Amelia Grout	*Worcester.*
Augusta Seaver Houghton	*Sutton.*
Mary Elizabeth Houghton	*Worcester.*
Katie Elizabeth Kenney	*Worcester.*
Ella Jane Lyford	*Spencer.*
Joseph Chauncey Lyford	*Spencer.*
Margaret Jane McCann	*Worcester.*
Edwin Thomas Painter	*Worcester.*
Armina Lillian Paul	*Worcester.*
Hannah Arabella Tucker	*Worcester.*
Marion Capitola Tucker	*Worcester.*
Nellie Blake Webber	*Worcester.*

UNDERGRADUATES.

FIRST CLASS.

Sarah Maria Averill	*Plainfield, Conn.*
Cora Anna Baldwin	*Worcester.*
Mary Elizabeth Barnard	*Harvard.*
Mary Mead Bowen	*Worcester.*
Mary Etta Buxton	*Worcester.*
Sarah Maria Davis	*Webster.*
Daisy Alice Miranda Fairchild	*Worcester.*
Hattie Grant Gates	*Worcester.*
Mary Gertrude Griggs	*Worcester.*
Etta Lorenda Hill	*West Upton.*

NAMES.	RESIDENCE.
Caroline Elizabeth Howe	*Paxton.*
Mary Anne Kane	*North Brookfield.*
Harriet Lightbourn	*Worcester.*
Alice Eliza Meriam	*Worcester.*
Emma Sophronia Peirce	*Leicester.*
Nellie Louisa Pierce	*Chesterfield, N.H.*
Rosa Isabelle Seavey	*Worcester.*
Anna Philena Smith	*Central Village, Conn.*
Maude Mary Smith	*Grafton.*
Marina Harwood Tucker	*North Brookfield.*

SECOND CLASS.

Selma Petronella Ahlstrom	*Worcester.*
Hattie Bond Andrews	*Worcester.*
Mary Teresa Begley	*Charlton.*
Florence Bicknell	*Rowe.*
Julia Augusta Bigelow	*Worcester.*
Olive Maria Butler	*Worcester.*
Elida Maria Capen	*Charlton.*
Rebecca Harlow Davie	*Worcester.*
Cynthia Maria Hawes	*Grafton.*
Mary Jennie Hills	*Fitchburg.*
Anna Trask Kelley	*Worcester.*
Mary Emily McCormick	*Worcester.*
Frances Dolbell Martin	*Worcester.*
Alice Caroline Mason	*Worcester.*
Catherine Teresa Nevins	*Nantucket.*
Georgiana Maria Newton	*Worcester.*
Bertha May Peckham	*Southborough.*
Mary Alice Smith	*Worcester.*
Jennie Melenda Sprout	*Worcester.*
Angenette Ethelinda Stone	*Northbridge.*
Jennie Matilda Tainter	*Worcester.*
Mabel Burnside Tew	*Worcester.*
Mary Blanche Wheatly	*Worcester.*

THIRD CLASS.

Hattie Adeline Barker	*Worcester.*
Abbie Ella Bemis	*Brookfield.*
Alice Chapin	*Auburn.*
Louis Richards Condry	*Groton.*
Carrie Ella Cutting	*Sterling.*
Wilton Herbert Desper	*Worcester.*

NAMES.	RESIDENCES.
Abbie Mitchell Dorr	*Southborough.*
Mary Blake Dudley	*Worcester.*
Edward Doolittle Fitch	*Worcester.*
Ann Foskett	*Webster.*
Emma Gertrude Goodwin	*Worcester.*
Abbie Calista Hale	*Hubbardston.*
Mercy Elizabeth Ham	*Pittsfield, N.H.*
Hettie Lee Holman	*Leicester.*
Lizzie Frances Jones	*Lunenburg.*
Eliza Jane Keegan	*Shrewsbury.*
Carrie Estelle Lyford	*Spencer.*
Ida Marion McCambridge	*Worcester.*
Edwin Scott Mathews	*Worcester.*
Jessie Avery Morgan	*Oakham.*
Grace Emily Pearl	*Southborough.*
Mattie Emma Perkins	*Sterling.*
Mary Ella Proctor	*Worcester.*
Emma Frances Prouty	*Spencer.*
Anna Bush Ranger	*Worcester.*
Elizabeth Nettie Robinson	*Templeton.*
Sarah Ellen Rycroft	*Millbury.*
Annie Carmeta Sargent	*Grafton.*
Sarah Lydia Sawyer	*Fitchburg.*
Anna Theresa Smith	*Worcester.*
Caroline Isabel Stone	*Auburn.*
*Addie Irene Stowe	*North Brookfield.*
Caroline Louise Houlton Thompson	*Worcester.*
Anna Laura Wells	*Rowe.*

FOURTH CLASS.

Allena Sophia Amsden	*Worcester.*
Harriet Almira Baker	*Phillipston.*
Eva Belle Beals	*Worcester.*
Anna Jane Calhoun	*Rutland.*
Julia Ann Callahan	*Leicester.*
Anna Theresa Cavanough	*Worcester.*
Lizzie Jane Clark	*Worcester.*
Eugenia Collins	*Gardiner, Me.*
Mary Ellen Convery	*Worcester.*
Josephine Eugenie Corey	*Worcester.*
Emma Spaulding Cutting	*Templeton.*
Adaline Otis Desoe	*Spencer.*
Mary Elizabeth Devine	*Worcester.*

* Died March 23, 1880.

NAMES.	RESIDENCES.
Emma Maria Dingley	*Gardiner, Me.*
Catharine Doyle	*Worcester.*
Sarah Elizabeth Earley	*Spencer.*
Mary Elizabeth Horgan	*Worcester.*
Mary Eliza Jenks	*Spencer.*
Mary Elizabeth Joyce	*Worcester.*
Hannah Mary Kickham	*Worcester.*
Alphonsine Talon L'Esperance	*Worcester.*
Mabel Loraine Livermore	*Worcester.*
Jennie McCann	*Worcester.*
Julia Ardelle Mann	*Blackstone.*
Ada Elvera Mason	*Northbridge.*
Mary Catherina Morrissey	*Worcester.*
Alice Valentine Phelps	*Worcester.*
Elizabeth Adeline Potter	*Worcester.*
Sarah Leonora Prouty	*Spencer.*
Anna Eliza Cossaboom Purdy	*Sturbridge.*
Maggie Ella Quirk	*Worcester.*
Annie Viola Rich	*Charlton.*
Maude Robinson	*Pittston, Me.*
Hattie Mariah Ruggles	*Worcester.*
Jeannie Elizabeth Sanderson	*Worcester.*
Ada Dora Saunders	*Worcester.*
Amy Hayden Stockbridge	*Hanover.*
Anna Daniels Stowell	*Worcester.*
Mary Florence Stratton	*Millbury.*
Etta Theresa Whalen	*Worcester.*
Cora Bell Whittemore	*Holden.*
Almira Josephine Wilcox	*Hubbardston.*
Grace Williams	*Gardiner, Me.*

SUMMARY OF NUMBERS.

Number in the First Class	20
Number in the Second Class	23
Number in the Third Class	34
Number in the Fourth Class	43
Number of undergraduates	120
Number pursuing post-graduate studies	20
Whole number of students	140

CALENDAR.

SEVENTH SCHOOL YEAR.

1880.

First term begins . . . . . Thursday, Sept. 9.

RECESS, THANKSGIVING WEEK.

1881.

First term ends . . . . . Thursday, Jan. 27.

VACATION, TWO WEEKS.

Second term begins . . . . . Thursday, Feb. 10.

RECESS, SECOND WEEK IN MAY.

Second term ends . . . . . Thursday, June 30.

VACATION, TEN WEEKS.

SPECIAL NOTICE.

Entrance examinations occur twice a year, — at the beginning of each term, — and at no other time.

Exercises of graduation occur once a year only, — namely, on the last day of the summer term, — and are always open to the public.

CIRCULAR OF INFORMATION.

HISTORICAL.

The following extract from the Thirty-seventh Annual Report (1872–73) of the Board of Education gives in outline a history of the establishment of this school: —

"By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic-Hospital were authorized and required to convey to the Board of Education and its successors a tract of land of not more than five acres, to be located by the Governor and Council, within certain limits fixed in the Resolve. An appropriation of sixty thousand dollars was made upon condition that the city of Worcester should pay to the Board of Education for the purposes named in the Resolve the sum of fifteen thousand dollars. This condition was promptly complied with. The tract was located by the Governor and Council Sept. 2, 1871; and on the nineteenth day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

"The tract of land located is upon Hospital Hill in Hospital Grove (formerly so called), within a short distance from the new Union Depot now in process of erection, — a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished."

The building is of stone, capacious, conveniently arranged in every detail, massive, and handsome in external appearance. The eminence upon which it stands commands a view of city, village, and country, for many miles around.

The exercises of dedication took place on Friday, Sept. 11, 1874; and on the following Tuesday (Sept. 15) the school was opened to pupils.

DESIGN OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal Schools, as follows: —

"The design of the Normal School is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching the public schools of the Commonwealth.

"To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching those branches; and, third, of right mental training.

"The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

STUDIES.

TWO-YEARS' COURSE.

Arithmetic, Algebra, Geometry, Book-keeping.

Physics, Astronomy, Chemistry.

Physiology, Botany, Zoölogy, Mineralogy, Geology, Geography.

Language, Reading, Orthography, Etymology, Grammar, Rhetoric, Literature, Composition.

Penmanship, Drawing, Vocal Music, Gymnastics.

Psychology, Science of Education and Art of Teaching, School Organization, History of Education.

Civil Polity of Massachusetts and of United States, History, School Laws of Massachusetts.

FOUR-YEARS' COURSE.

"In addition to the studies named above, the Four-Years' Course includes Advanced Algebra and Geometry, Trigonometry, and Surveying.

"Advanced Chemistry, Physics, and Botany.

"Drawing, English Literature, General History.

"Latin and French required; German and Greek as the Principal and Visitors of the school shall decide.

"The Visitors, at the request of the Principal, of the Worcester School, may have authority to substitute German for French, as they think the interests of the school from time to time demand.

"The above is an enumeration of the studies. The order of the studies in the course is determined by the Principal of each school, with the approval of the Visitors of that school."

THE PRACTICE OF TEACHING.

In addition to the work of the study and the class-room, systematic observation of schools, and actual practice in teaching, constitute an important element in our course of training.

By the generous co-operation of the school authorities of the city of Worcester, an arrangement has been made whereby pupils of the Normal School in their senior year serve as assistants or apprentices to superior teachers in the public schools, and thus have several weeks of real practice in the instruction and management of school-children, under the joint supervision of the city superintendent of schools and the faculty of the Normal School.

CONDITIONS OF ADMISSION.

The required age is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character, must have good health, must promise a faithful observance of school regulations, and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

To such as intend to teach in the public schools of Massachusetts, whether residents of this State or not, tuition is free: those intending to teach in other States, or in private schools, are required to pay in advance $15 a term ($30 a year) for tuition. A fee of $2 a term in advance is required of each pupil to meet incidental expenses.

Pupils who withdraw from the school without permission of the principal must pay at the rate of $15 a term for the tuition they have received.

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches; viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

The scope and character of the examination are indicated by the "Questions" printed in the Appendix.

The regular examination begins on the first day of each term; and applicants must be present at that time, unless detained by sickness or other imperative and unforeseen necessity.

The examination will continue through two days; and lunch

should be brought each day, on account of the distance of the school from the centre of the city.

GOVERNMENT AND DISCIPLINE.

Pupils are confronted with no code of rules. They are cordially met, and treated with confidence from the first. At the same time, nothing short of regular attendance, good behavior, and full allegiance to the school in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.

HEALTH.

Recognizing the physical integrity and well-being of our pupils as an indispensable prerequisite to their success, either as scholars or teachers, we postpone the care of their health to no other duty whatever. This often involves a sacrifice of present progress in study; but, unless we discredit the most emphatic teachings of those best qualified to judge, it is the part of wisdom.

Our aim is, first, to instruct the students in the care of their health; and, secondly, to make it easy for them to put such instruction into practice.

To this end we try, first, to gain a knowledge of every pupil's actual state of health; secondly, to regulate and temper his or her habits accordingly; and, thirdly, to watch the results. We endeavor to ascertain, with due delicacy, the facts bearing upon the following points, with reference to all students, not only at their admission to the school, but from time to time throughout their course: —

1. Weight.
2. Height.
3. Chest-girth.
4. Waist-girth.
5. Eyesight.
6. Hearing.
7. Appetite.
8. Sleep.

The following questions are also asked at the time of admission: —

1. Have you had serious or protracted illness within two years? If so, state as fully as you choose the particulars about it, and especially whether you have fully recovered.

2. Have you a tendency or liability to any particular form of disease, — for example, neuralgia, headache, or sore throat? If so, state as fully as you choose what the disease is, and what you do to avoid it.

3. What is the name and address of the physician usually employed in your family?

If a state of health is at any time discovered that needs the attention of a physician, the pupil is required to consult one without delay. In abnormal conditions of the eye Dr. Lewis S. Dixon has been regularly consulted. More than twenty per cent of our students have required his services at the time of entering school.

Considerably more time is allowed for the study of physiology than is usual in schools of this class, and much effort is made to give to the instruction and investigations a practical turn, to deal with living questions of hygiene as they arise in every-day life, especially such as have a personal interest and importance for the pupils.

The evil effects of hurry and worry are made apparent, and are guarded against in many ways, chiefly the following: —

Ample and frequent recesses are not only allowed, but insisted on. No pupil is ever occupied with study or recitation more than forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, as at home, in free social enjoyment. The intermission allowed for this repast is one hour long, and study is not permitted to infringe upon a moment of it.

Care is taken, that, along with the admonitions against hurry, time enough be given in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school-work. Those who find themselves ill, or too much fatigued for duty, are advised to take immediate rest; and a quiet room, one of the lightest and pleasantest in the building, is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading-matter; and here any student may find at the moment of need quiet and rest. It should be added that no instance of abuse of this privilege has come to our knowledge, while its great value as a sanitary appliance has been fully proved.

INCIDENTAL ADVANTAGES.

The city of Worcester is rich in means of culture; and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well-arranged cabinets of the Lyceum and Natural History Association are open for inspection, and available for the purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American History.

The Free Public Library, however, is the one which is most used by students of the Normal School. This consists of a large and well-endowed reference-library, and of a circulating department which is generously supported. Connected with it are reading-rooms supplied with upwards of one hundred and seventy-five papers and periodicals. The use of this institution is free in all its departments; and students are encouraged to avail themselves of its facilities, and politely assisted in pursuing investigations.

RAILROAD FARES.

All the lines of railroad centring in Worcester will issue season-tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

Students are advised, however, to board in the city, if possible. Not much is saved pecuniarily by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at some disadvantage.

ACCOMMODATIONS AND EXPENSES.

There is at present no boarding-house connected with the school; but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. The principal willingly assists all who apply.

The average cost of board (generally including room, fuel, light, and washing) to those now in attendance who are away from home has been ascertained to be about $4.14 per week.

The necessary incidental or miscellaneous expenses have averaged about $4.53 for each pupil for the term.

These averages are believed to represent strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

STATE AID.

The Commonwealth has regularly appropriated several hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

INVITATION.

The parents and friends of the pupils, and all who are interested in schools, are cordially invited to visit this institution, and observe for themselves its daily working.

The school committees of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school, — especially designed, as it is, to aid them in their work of improving our public instruction, — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

There is no session of the school on Monday. On other days the hours are from nine o'clock to a quarter-past three, with an intermission of an hour at noon. This arrangement has been found the most convenient for ninety-six per cent of the pupils.

GIFTS.

A life-size marble bust by Andrew O'Connor, of the late Hon. Henry Chapin, LL.D., from Mrs. Chapin.

A plaster cast of John Locke, from the sixth class of graduates, January, 1879.

A plaster cast of Pestalozzi, from the seventh class of graduates, July, 1879.

Also various other interesting natural objects for the cabinet, from teachers and pupils.

Communications may be addressed to the Principal, 184 Lincoln Street, or to Hon. E. B. Stoddard, chairman of the Board of Visitors, Worcester.

APPENDIX.

PART OF THE QUESTIONS USED AT THE ENTRANCE EXAMINATION, SEPTEMBER, 1879.

These questions are printed merely to indicate in a general way, to those who may be preparing to enter the school, something of the standard required for admission. The class admitted at the above date answered correctly an average of seventy per cent.

School committees, teachers, and others may receive copies of the examination questions regularly, by applying to the principal.

ARITHMETIC.

1. Add 105 hundredths to 15 ten-thousandths, multiply the sum by 8 thousandths, and divide the product by 3 millionths.
2. If in any given case the divisor be multiplied by 3, and the dividend be divided by 4, what will be the effect upon the quotient?
3. If 6 men can do a given work in 8 days, how many days will 4 men require to do the same work? and how many men will be required to do it in 6 days? Write a full analysis.
4. In the reduction of fractions to lower terms, why do you divide the terms by a common measure of those terms?
5. In the reduction of common fractions to decimals, why do you annex ciphers to the numerator, and divide by the denominator?
6. $\frac{3}{4}$ of $\frac{2}{3}$ of a pint is what part of a gallon?
7. A rectangular lot is 250 meters long, 125 wide. It is to be divided into 6 equal lots with the least possible length of division fences. At $12\frac{1}{2}$ cents per meter, what will be the cost of the division fences?
8. What is the interest of $145.36 for 2 years, 3 months, 10 days, at 8 % rate?
9. I buy sugar for $9.50 per 100 lbs. It wastes by drying and in weighing out 5 %. At what price per lb. must I sell it to make a clear profit of 10 %?

GRAMMAR.

1. Illustrate and define *Sentence.*
2. What are the three parts of a sentence?
3. Define *Subject* of a sentence.
4. Define *Copula* of a sentence.
5. Define *Attribute* of a sentence.
6. Define *Predicate* of a sentence.
7. "No one knew how to use gold more effectually than Philip, King of Macedon." Analyze the above sentence.
8. Parse the words, "*one*," "*knew*," "*effectually*," "*king*," and the phrase "*of Macedon.*"
9. Define case and number of nouns; mood and number and person of verbs.
10. Form the possessive case of *hero*, *ox*, *sky*, *Julius*, *conscience.*
11. Form the plural of the above words.
12. What is a primitive word?
13. What is a derivative word?
14. What is a compound word?
15. Write a short letter to the principal of this school, stating what schools you have attended, and for what purpose you attend the Normal School.

GEOGRAPHY.

1. What is the distance round the earth and through the centre?
2. Define Rotation and Revolution.
3. Name the great natural divisions of land in the order of their size.
4. Describe the surface of North America and its three natural regions.
5. Name the principal mountain-ranges in North America, and give their direction.
6. Name two important rivers in each grand division, and the body of water into which they flow.
7. Name four large fresh-water lakes in North America in the order of their size.
8. Draw an outline map of Massachusetts.
9. Describe the surface of Massachusetts, and name some of its principal rivers.
10. Name and locate the cities of Massachusetts in the order of their size.

11. Name the most important city of New England, give the date of its settlement, and tell for what it is noted.
12. In what occupations are the people of Massachusetts principally engaged?
13. What is the latitude of Boston?
14. Bound Massachusetts, and name its counties, and state the number of population.
15. Give the shortest steamship route between Boston and Liverpool.

HISTORY.

1. Name four of the earliest discoverers of America, and state what regions they discovered.
2. Give an account of four of the earliest settlements in America.
3. What was the leading object of the settlers in establishing colonies in New England and Virginia?
4. What territory has been gained by annexation? What by purchase?
5. Give a brief account of the origin of the war of the Revolution.
6. Give a brief account of the origin of the Mexican war.
7. Give a brief account of the origin of the war of the Rebellion.
8. Who was the first President of the United States? and at what time did his administration commence?
9. At what time did the first Congress under the Constitution meet?
10. How is the Governor of this Commonwealth chosen? and for how long? and what are some of his powers?

GRADUATES.

NOTE. — All the graduates have been examined and approved as teachers for the schools of Worcester, by the examining committee of the School Board of this city.

FIRST CLASS, JULY, 1876.

NAMES.	RESIDENCES.
Lydia Walker Ball	*Upton.*
Harriette Crook	*Valley Falls.*
Ella Eudora Goddard	*Worcester.*
Ella Jane Lyford	*Spencer.*
Joseph Chauncey Lyford	*Spencer.*
Marianna Newton	*Worcester.*
Alice Vara Proctor	*Spencer.*
Hannah Arabella Tucker	*North Brookfield.*
Celia Eliza Whiteman	*Le Roy, N. Y.*
Fanny Alberta Williams	*Worcester.*

SECOND CLASS, JANUARY, 1877.

Frances Maria Athy	*Worcester.*
Effie Lillian Bennett	*Worcester.*
Sarah Ann Boyd	*Cherry Valley.*
Florence Emily Brown	*East Douglas.*
Harriet Abigail Brown	*East Douglas.*
Mary Ellen Cecilia Carroll	*Worcester.*
Jennie Luliona Dearborn	*Worcester.*
Clara Amelia Grout	*Worcester.*
Milly Jane Hall	*Upton.*
Gertrude Hawkins	*Fitchburg.*
Augusta Seaver Houghton	*Wilkinsonville.*
Annie Devereaux Johnson	*Worcester.*
Helena Adelaide Marie Kalaher	*Worcester.*
Gertrude Mitchell King	*Nantucket.*
Margaret Jane McCann	*Worcester.*
Mary Elizabeth Murphy	*Worcester.*
Jeannette Maria Putnam	*Northbridge.*

THIRD CLASS, JULY, 1877.

Carrie Maria Adams	*Worcester.*
Emma Abbie Bigelow	*Holden.*
Ida Frances Boyden	*Oakham.*

NAMES.	RESIDENCES.
Jenny Ellis Chandler	*Duxbury.*
Bessie Alice Chase	*Worcester.*
Josepha Percy Chase	*Worcester.*
Katie Agnes Coughlin	*Worcester.*
Mabel Crane	*Blackstone.*
Mary Rebecca Doherty	*Worcester.*
Eliza Ann Fairbanks	*Westborough.*
Ellen Montgomery Fitts	*Worcester.*
Mary Elizabeth Fitzgerald	*Worcester.*
Ida Louise Gaskill	*Blackstone.*
Ella Eudora Hall	*Worcester.*
Mary Field Harrington	*Worcester.*
Anna Beatrice Hopkins	*Worcester.*
Olive Rice Jenks	*Spencer.*
Lucia Naomi Jennison	*East Templeton.*
Mary Anne Kean	*Worcester.*
Anna Maria Murray	*Worcester.*
Katie Ann McCarthy	*Worcester.*
Minnie Willietta Sherman	*Worcester.*
Anna Maud Smith	*Worcester.*
Hattie Urania Thwing	*Worcester.*
Annie Teresa Timon	*Worcester.*
Isabella Livingston Tullis	*Worcester.*
Jennie Abbie Whitney	*Worcester.*
FOURTH CLASS, JANUARY, 1878.	
Lizzie Joanna Andrews	*Worcester.*
Addie Jane Booth	*Worcester.*
Ella Agnes Casey	*Worcester.*
Lizzie Edwina Chapin	*Worcester.*
Jennie Cora Clough	*Worcester.*
Edna Currier	*Worcester.*
Anna Crosby Cutting	*Templeton.*
Katie Anna Follon	*Worcester.*
Addie Eliza Kendall	*Worcester.*
Armina Lillian Paul	*Worcester.*
Lilla Maria Rice	*Grafton.*
Fanny Louise Smythe	*Worcester.*
Marietta Sykes	*Blackstone.*
Mary Alice Winter	*Northbridge.*
FIFTH CLASS, JULY, 1878.	
Nettie Eliza Adams	*Fitchburg.*
Elizabeth Estelle Bent	*South Gardner.*
Emma Frances Brown	*Worcester.*

NAMES.	RESIDENCES.
Isabella Newton Eddy	*Leicester.*
Mary Abby Hayward	*Ashby.*
Mary Elizabeth Houghton	*Worcester.*
Isabel Pemberton Morey	*West Brookfield.*
Harriet Betsy Sargent	*South Gardner.*
Carrie Angelicia Smith	*Worcester.*
Nellie Blake Webber	*Worcester.*

SIXTH CLASS, JANUARY, 1879.

Jennie Irene Adams	*Fitchburg.*
Hattie Woodward Arnold	*Westborough.*
Emma Buckley	*Worcester.*
Mary Rosalie Goddard	*Worcester.*
Mary Emma Hastings	*Westborough.*
Jennie Leonora Higgins	*Worcester.*
Effie Francis Kinne	*Plainfield, Conn.*
Katie Agatha McLoughlin	*Worcester.*
Hattie Stearns Putnam	*Worcester.*
Sarah Elizabeth Rogers	*Worcester.*
Adeline Estelle Sprague	*Worcester.*
Marion Capitola Tucker	*Worcester.*

SEVENTH CLASS, JULY, 1879.

Eugene Bacon	*Framingham.*
Mary Ella Clark	*Paxton.*
Susan Drake	*Spencer.*
Maggie Agnes Flaherty	*Worcester.*
Emma Lorette Giffin	*Templeton.*
Katie Elizabeth Kenney	*Worcester.*
Ellen French Lindsay	*Grafton.*
Henrietta Agnes Murray	*Worcester.*
Anna Harriet Newton	*Paxton.*
Edwin Thomas Painter, B.S.	*Worcester.*
Emma Miller Plimpton	*Northbridge.*
Mary Agnes Rourke	*Worcester.*
Mary Abbie Sanborn	*West Baldwin, Me.*
Abby Brewer Shute	*Auburn.*

SUMMARY OF NUMBERS.

Number in the First Class	10
Number in the Second Class	17
Number in the Third Class	27
Number in the Fourth Class	14
Number in the Fifth Class	10
Number in the Sixth Class	12
Number in the Seventh Class	14
Total	104

MARRIAGES OF GRADUATES.

At Worcester, June 29, 1878, Harriette Crook of the First Class to Mr. Fred Snider of Northampton.

At Brooklyn, N.Y., May 21, 1879, Isabella Livingston Tullis of the Third Class to Mr. William A. Harding, jun., of Wooster, O.

At Lunenburg, June 12, 1879, Gertrude Hawkins of the Second Class to Mr. Charles F. Wilson of Fitchburg.

At Springfield, July 5, 1879, Nettie E. Adams of the Fifth Class to Mr. Joseph C. Lyford of the First Class.

At Worcester, Sept. 21, 1879, Bessie A. Chase of the Third Class to Mr. Edmund P. Capron of Grafton.

At Minneapolis, Minn., Sept. 30, 1879, Fanny L. Smythe of the Fourth Class to Mr. John F. Keyes, B S., of Minneapolis.

At Worcester, Dec. 10, 1879, Annie D. Johnson of the Second Class to Mr. James Logan of Worcester.

At Woonsocket, R.I., June 2, 1880, Lizzie J. Andrews of the Fourth Class to Mr. J. Hastings Waite of Worcester.

At Worcester, June 10, 1880, Clara A. Grout of the Second Class to Mr. John W. Nichols of Leicester.

THE WORK OF OUR GRADUATES.

It is thought worth while to print here the following extract relating to this school, from the last Annual Report of the Board of Education (January, 1880), as it answers questions frequently asked, and gives information of interest to the friends of the school and its graduates: —

"The school was established and is maintained for the sole purpose of furnishing our public schools with well qualified and acceptable teachers.

"The following facts will, perhaps, best answer the question whether it does this work:—

"*First*, Its graduates, without exception, are disposed to engage in teaching, and they readily find employment. Ninety-eight per cent of them become teachers, and more than ninety-five per cent teach in the public schools of Massachusetts.

"*Second*, Their success is such that more than ninety-five per cent of them are immediately re-engaged by the school committees that first employed them, and more than half at increased salaries; while it is to be added that the present supply of graduates is not equal to the definite and expressed demand for them.

"*Third*, The school is steadily growing in numbers, and there is marked improvement in previous preparation shown by those who apply for admission. Of the last entering class, fifty-five per cent were graduates of high schools."

MASSACHUSETTS

STATE NORMAL SCHOOL

AT WORCESTER.

CATALOGUE AND CIRCULAR.

SEVENTH YEAR, 1881.

BOSTON:
Rand, Avery, & Co., Printers to the Commonwealth,
117 Franklin Street.
1881.

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1881.

STATE BOARD OF EDUCATION.

ESTABLISHED IN 1837.

His Excellency, JOHN D. LONG, Hingham, *ex officio.*

His Honor, BYRON WESTON, Dalton, *ex officio.*

Hon. HORATIO G. KNIGHT	Easthampton.
Term expires May 25, 1881.	
Rev. CHRISTOPHER C. HUSSEY	Billerica.
Term expires May 25, 1882.	
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Term expires May 25, 1883.	
Hon. ELIJAH B. STODDARD, A.M. . . .	Worcester.
Term expires May 25, 1884.	
Rev. ALONZO A. MINER, D.D..	Boston.
Term expires May 25, 1885.	
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Term expires May 25, 1886.	
Rev. WILLIAM RICE, D.D.	Springfield.
Term expires May 25, 1887.	
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Term expires May 25, 1888.	

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E. HARLOW RUSSELL, Principal.

Miss REBECCA JONES.

CHARLES F. ADAMS.

Miss JULIET PORTER.

HENRY W. BROWN.

Miss HELEN F. MARSH.

Mrs. MARION J. SUMNER.

In addition to the work of the regular teachers, instruction has been given, by lectures and otherwise, upon special topics, as follows: —

Anniversary Address, by Mrs. Julia Ward Howe of Boston.
Learning and Knowing, by Mr. Eli A. Hubbard of Springfield.
Political Economy, by Professor William P. Atkinson of Boston.
Drawing in the Public Schools, by Professor Walter Smith of Boston.
What Young Children Know, by Professor Benjamin F. Tweed of Boston.

ABRAM EVERETT . . . . . Janitor.

STUDENTS

PURSUING POST-GRADUATE STUDIES.

NAMES.	RESIDENCES.
Effie Lillian Bennett	*Worcester.*
Jennie Cora Clough	*Worcester.*
Mary Rosalie Goddard	*Worcester.*
Effie Francis Kinne	*Plainfield, Conn.*
Ella Jane Lyford	*Spencer.*
Hannah Arabella Tucker	*Worcester.*

UNDERGRADUATES.

N.B. — Students whose names are marked with *a* have, besides passing through the regular course of study, served successfully for a half year as apprentices (see p. 14) in the public schools of the city of Worcester.

FIRST CLASS.

a Selma Petronella Ahlstrom	*Worcester.*
a Hattie Bond Andrews	*Worcester.*
Olive Maria Butler	*Worcester.*
a Elida Maria Capen	*Charlton.*
Rebecca Harlow Davie	*Worcester.*
Wilton Herbert Desper, B.S.	*Worcester.*
Edward Doolittle Fitch	*Worcester.*
Mary Jennie Hills	*Fitchburg.*
Cynthia Maria Hawes	*Grafton.*
a Anna Trask Kelley	*Worcester.*
a Mary Emily McCormick	*Worcester.*
a Alice Caroline Mason	*Worcester.*
a Catherine Theresa Nevins	*Nantucket.*
a Georgiana Maria Newton	*Worcester.*

NAMES.	RESIDENCES.
a Bertha May Peckham	*Southborough.*
Elizabeth Nettie Robinson	*Templeton.*
a Angenette Ethelinda Stone	*Northbridge.*
a Jennie Matilda Tainter	*Worcester.*
a Mary Blanche Wheatly	*Worcester.*

SECOND CLASS.

a Florence Bicknell	*Rowe.*
a Alice Chapin	*Auburn.*
Louis Richards Condry	*Groton.*
Abbie Mitchell Dorr	*Southborough.*
a Mary Blake Dudley	*Worcester.*
a Emma Gertrude Goodwin	*Worcester.*
Abbie Calista Hale	*Hubbardston.*
a Hettie Lee Holman	*Leicester.*
a Lizzie Frances Jones	*Lunenburg.*
a Ida Marion McCambridge	*Worcester.*
Edwin Scott Mathews, B.S.	*Worcester.*
Fransess Dolbell Martin	*Worcester.*
Elizabeth Adelaide Potter	*Worcester.*
a Mary Ella Proctor	*Worcester.*
a Anna Bush Ranger	*Worcester.*
Sarah Lydia Sawyer	*Fitchburg.*
a Caroline Isabel Stone	*Auburn.*
a Mabel Burnside Tew	*Worcester.*
a Anna Laura Wells	*Rowe.*

APPRENTICES (see p. 14).

Allena Sophia Amsden	*Worcester.*
Mary Theresa Begley	*Charlton.*
Julia Ann Callahan	*Leicester.*
Anna Theresa Cavanaugh	*Worcester.*
Lizzie Jane Clark	*Worcester.*
Emma Spaulding Cutting	*Templeton.*
Ann Foskett	*Webster.*
Mary Elizabeth Horgan	*Worcester.*
Mary Eliza Jenks	*Spencer.*
Hannah Mary Kickham	*Worcester.*
Alphonsine Talon L'Esperance	*Worcester.*
Julia Ardelle Mann	*Blackstone.*
Mary Catharina Morrissey	*Worcester.*
Grace Emily Pearl	*Southborough.*

NAMES.	RESIDENCES.
Mattie Emma Perkins	*Sterling.*
Anna Eliza Cossaboom Purdy	*Sturbridge.*
Hattie Mariah Ruggles	*Worcester.*
Sarah Ellen Rycroft	*Millbury.*
Jeannie Elizabeth Sanderson	*Worcester.*
Annie Carmeta Sargent	*Grafton.*
Ada Dora Saunders	*Worcester.*
Anna Theresa Smith	*Worcester.*
Anna Daniels Stowell	*Worcester.*
Mary Florence Stratton	*Millbury.*
Etta Theresa Whalen	*Worcester.*
Almira Josephine Wilcox	*Hubbardston.*

THIRD CLASS.

Martha Dowse Adams	*Worcester.*
Harriet Almira Baker	*Phillipston.*
Eva Belle Beals	*Worcester.*
Addie Maria Blenus	*Worcester.*
Mary Louise Blenus	*Worcester.*
Albert Chauncey Brown	*Fitchburg.*
Martha Burns Burgess	*Clinton.*
Thomas William Butler	*Worcester.*
Louise Frances Clark	*Paxton.*
Harriet Annie Colton	*Oxford.*
Mary Ellen Convery	*Worcester.*
Ellen Gertrude Daley	*Worcester.*
Adeline Otis Desoe	*Spencer.*
Emma Maria Dingley	*Gardiner, Me.*
Catharine Doyle	*Worcester.*
Minnie Lincoln Fletcher	*Littleton.*
Mary Elizabeth Joyce	*Worcester.*
Mabel Loraine Livermore	*Worcester.*
Mary Agnes McGillicuddy	*Worcester.*
Ada Elvera Mason	*Northbridge.*
Jennie Mitchell Perrin	*Westborough.*
Alice Valentine Phelps	*Worcester.*
Mabel Piper	*Worcester.*
Edward Aloysius Quinland, A.B.	*Worcester.*
Nellie Abbie Robbins	*Worcester.*
Mary Celia Smith	*Worcester.*
Amy Hayden Stockbridge	*Hanover.*
Etta Melissa Thayer	*Worcester.*
Grace Carpenter Williams	*Gardiner, Me.*

FOURTH CLASS.

NAMES.	RESIDENCES.
Agnes Theresa Briden	*Worcester.*
Mary Louisa Burroughs	*Boxborough.*
Minnie Ann Burgess Chase	*Worcester.*
Minnie Jennie Condy	*Worcester.*
Mary Ann Connor	*Spencer.*
Annie Maria Dean	*Worcester.*
Sarah Elsie Drury	*Spencer.*
Ellen Theresa Dyer	*Worcester.*
Elizabeth Philomena Elwood	*Worcester.*
Ella Maria Fitzgerald	*Worcester.*
Anna Gertrude Foley	*Worcester.*
Mary Louise Gafney	*Worcester.*
Jennie May Hall	*Worcester.*
Mary Jennie Hart	*Worcester.*
Susan Rhoda Hartwell	*Oxford.*
Mary McCann	*Clinton.*
Hattie Althea Merritt	*Worcester.*
Mary Scott Murray	*Worcester.*
Jessie Moore Nichols	*Auburn.*
Fannie Rebecca Pierce	*Worcester.*
Edith Marietta Rolston	*Worcester.*
Estella Virginia Rolston	*Worcester.*
Mary Gertrude Smith	*Worcester.*
Agnes Rose Stewart	*Worcester.*
Abbie Josephine Taft	*Worcester.*
Elizabeth Pickering Thompson	*Durham, N.H.*
Mary Frances Timon	*Worcester.*
Octavia Howard Vaughan	*Worcester.*
Hattie Louisa White	*Boylston.*
Maggie Osgood Whitney	*Worcester.*
Lillie Blanche Wood	*Worcester.*
Laura Lenette Wright	*Worcester.*

SPECIAL STUDENTS.

Mercy Elizabeth Ham	*Pittsfield, N.H.*
Francis Patrick McKeon, A. B.	*Worcester.*
Richard Henry Mooney, A. M.	*Worcester.*

SUMMARY OF NUMBERS.

Number pursuing post-graduate studies	6
Number in the First Class	19
Number in the Second Class	19
Number of Apprentices	26
Number in the Third Class	29
Number in the Fourth Class	32
Number of Special Students	3
Whole number during the year	134

CALENDAR.

EIGHTH SCHOOL YEAR.

1881.

First term begins . . . . . Thursday, Sept. 8.

RECESS, THANKSGIVING WEEK.

1882.

First term ends . . . . . Thursday, Jan. 26.

VACATION, TWO WEEKS.

Second term begins . . . . . Thursday, Feb. 9.

RECESS, SECOND WEEK IN MAY.

Second term ends . . . . . Thursday, June 29.

VACATION, TEN WEEKS.

SPECIAL NOTICE.

Entrance examinations occur twice a year, — at the beginning of each term, — and at no other time.

Exercises of graduation occur once a year only, — namely, on the last day of the summer term, — and are always open to the public.

CIRCULAR OF INFORMATION.

HISTORICAL.

The following extract from the Thirty-seventh Annual Report (1872–73) of the Board of Education gives in outline a history of the establishment of this school: —

"By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic-Hospital were authorized and required to convey to the Board of Education and its successors a tract of land of not more than five acres, to be located by the Governor and Council, within certain limits fixed in the Resolve. An appropriation of sixty thousand dollars was made upon condition that the city of Worcester should pay to the Board of Education for the purposes named in the Resolve the sum of fifteen thousand dollars. This condition was promptly complied with. The tract was located by the Governor and Council Sept. 2, 1871; and on the nineteenth day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

"The tract of land located is upon Hospital Hill in Hospital Grove (formerly so called), within a short distance from the new Union Depot now in process of erection, — a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished."

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The eminence upon which it stands commands a view of city, village, and country, for many miles around.

The exercises of dedication took place on Friday, Sept. 11, 1874; and on the following Tuesday (Sept. 15) the school was opened to pupils.

DESIGN OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal Schools, as follows: —

"The design of the Normal School is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching the public schools of the Commonwealth.

"To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching those branches; and, third, of right mental training.

"The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

"STUDIES.

"TWO-YEARS' COURSE.

"Arithmetic, Algebra, Geometry, Book-keeping.

"Physics, Astronomy, Chemistry.

"Physiology, Botany, Zoölogy, Mineralogy, Geology, Geography.

"Language, Reading, Orthography, Etymology, Grammar, Rhetoric, Literature, Composition.

"Penmanship, Drawing, Vocal Music, Gymnastics.

"Psychology, Science of Education and Art of Teaching, School Organization, History of Education.

"Civil Polity of Massachusetts and of United States, History, School Laws of Massachusetts.

"FOUR-YEARS' COURSE.

"In addition to the studies named above, the Four-Years' Course includes Advanced Algebra and Geometry, Trigonometry, and Surveying.

"Advanced Chemistry, Physics, and Botany.

"Drawing, English Literature, General History.

"Latin and French required; German and Greek as the Principal and Visitors of the school shall decide.

"The Visitors, at the request of the Principal, of the Worcester School may have authority to substitute German for French, as they think the interests of the school from time to time demand.

"The above is an enumeration of the studies. The order of the studies in the course is determined by the Principal of each school, with the approval of the Visitors of that school."

APPRENTICESHIP.

In addition to the work of the study and the class-room, systematic observation of schools, and actual practice in teaching, under the joint supervision of the city superintendent of schools and the faculty of the Normal School, constitute an important element in our course of training.

The general character of what is known in this school as the "apprenticeship" is this: The student, after one year in the Normal School, is allowed to go into one of the public schools of the city of Worcester to serve as assistant to the teacher of that school; to take part in the instruction, management, and general work of teaching, under the direction of the teacher; and even to act as substitute for the teacher for an hour, a half day, or a day, at the discretion of the latter and with the approval of the superintendent. One student only at a time is assigned to any one teacher; but each student serves in at least two grades of schools in the course of his term of service, the duration of which is six months, or half a school year. After finishing his apprenticeship, the student resumes his course at the Normal School, spending another year there before receiving his diploma.

During the period of apprenticeship, four days of each week are devoted exclusively to it by those employed in the work. One day of the week (Wednesday) is spent by them in the Normal School, where they are employed, not in the ordinary study and work of the institution, but in the following manner: —

They hold such consultation with the teachers of the school, and make such use of books, as may be most helpful to them in their immediate work as apprentices.

They make informal statements to the school of such facts of their experience as may be of advantage to the other students to hear, — concerning ways of teaching, cases of discipline, and the like, — keeping in mind always the private character of the daily life of the schoolroom, and under special warning against revelations that might seem objectionable.

Each apprentice keeps a diary of the occupation and experience of every day's service, and this record is inspected by the faculty of the Normal School. He also makes out a report at the end of his term, in which he gives his own estimate of his success in his work.

The apprenticeship is designed to give the student practical acquaintance with the work of teaching, and training in that work. It is founded in the conviction that, whether education be a science or not, teaching in the public schools of Massachusetts is an art, — an art to the successful practice of which there is need of some initiation under the guidance of experience and skill; an initiation akin to that which an apprentice passes through in learning his trade.

A secondary purpose is to furnish the faculty of the Normal School with more full and satisfactory data for their estimate of the teaching ability of students. How the recruits will behave under fire, cannot be determined by drill in the manual, or by dress parade. The apprenticeship goes far toward answering the important question. The apprentice is visited by the faculty of the Normal School while engaged in his work, and is carefully observed, and assisted by suggestions. The teacher of each school in which he has served makes out a report in the following form: —

[STATE NORMAL SCHOOL AT WORCESTER.]

REPORT of the Apprentice-Work of.....

Grade..... , ... Street School.

Time, from.....to.....

Scale, 10 — Use no fractions.

No. of Absences.	No. of Tardinesses.	Power of Control.	Power of Interesting.	Skill in Questioning.	Skill in Explaining and Illustrating.	Enthusiasm.	Bearing.

1. What traits of excellence (if any) have been shown in teaching or management?

2. What weakness or deficiency?

[Signature]..... .....

The additional six months of preparation required by the system under consideration secure to the student greater maturity of body and mind. The need of such maturity is apparent in the case of the majority of those who enter upon the work of teaching.

That the object of the apprenticeship is attainable by the plan adopted, is not merely probable, but is already matter of experience. The method, although believed to be new in this country, is not in itself a thing new or untried.

The German system of public education requires of the candidate for the office of teacher a season of service under direction, of probation under supervision, the essential elements of which are embodied in this apprenticeship. Something like it also prevails extensively in England.

Moreover, the method is simply the extension of one that was for five years in successful operation in this school. The students are found to derive from their experience a fresh interest in their chosen work. They realize the practical bearings of the principles and methods they have studied; they acquire the "courage of having done the thing before;" they test their remedies for the school diseases of inattention. disobedience, and the like, by trial on actual patients; they acquire skill that is of vast moment to them at the critical period when they take charge, as teachers, of their first school.

It is no small evidence of good results, that the School Board of the city of Worcester heartily approve the system on the ground of the benefit accruing indirectly to the city schools, through the greater fitness of the apprentices to become teachers.

As the student of the Normal School who passes successfully through the period of apprenticeship receives a certificate of the fact in connection with his diploma at graduation, the extra time required for the experience must in almost every case be more than made good by the greater probability of securing a position, and the greater likelihood of success at the outset of the teacher's career.

There are, however, individuals in the school for whom it is impossible or impracticable to undertake this special preparation. The apprenticeship is not enforced upon any student: it is simply recommended. Individuals who do not enter upon it enjoy all the advantages of the school with this single exception.

CONDITIONS OF ADMISSION.

The required age is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character, must have good health, must promise a faithful observance of school regulations, and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

To such as intend to teach in the public schools of Massachusetts, whether residents of this State or not, tuition is free; those intending to teach in other States, or in private schools, are required to pay in advance $15 a term ($30 a year) for tuition. A fee of $2 a term in advance is required of each pupil to meet incidental expenses.

Pupils who withdraw from the school without permission of the principal must pay at the rate of $15 a term for the tuition they have received.

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches: viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

The scope and character of the examination are indicated by the "Questions" printed in the Appendix.

The regular examination begins on the first day of each term; and applicants must be present at that time, unless detained by sickness or other imperative and unforeseen necessity.

The examination will continue through two days; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

GOVERNMENT AND DISCIPLINE.

Pupils are confronted with no code of rules. They are cordially met, and treated with confidence from the first. At the same time, nothing short of regular attendance, good behavior, and full allegiance to the school in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.

HEALTH.

Recognizing the physical integrity and well-being of our pupils as an indispensable prerequisite to their success, either as scholars or teachers, we postpone the care of their health to no other duty whatever. This often involves a sacrifice of present progress in study; but, unless we discredit the most emphatic teachings of those best qualified to judge, it is the part of wisdom.

Our aim is, first, to instruct the students in the care of their health; and, secondly, to make it easy for them to put such instruction into practice.

To this end we try, first, to gain a knowledge of every pupil's actual state of health; secondly, to regulate and temper his or her habits accordingly; and, thirdly, to watch the results. We endeavor to ascertain, with due delicacy, the facts bearing upon the following points, with reference to all students, not only at their admission to the school, but from time to time throughout their course: —

1. Weight.
2. Height.
3. Chest-girth.
4. Waist-girth.
5. Eyesight.
6. Hearing.
7. Appetite.
8. Sleep.

The following questions are also asked at the time of admission: —

1. Have you had serious or protracted illness within two years? If so, state as fully as you choose the particulars about it, and especially whether you have fully recovered.

2. Have you a tendency or liability to any particular form of disease, — for example, neuralgia, headache, or sore throat? If so, state as fully as you choose what the disease is, and what you do to avoid it.

3. What is the name and address of the physician usually employed in your family?

If a state of health is at any time discovered that needs the attention of a physician, the pupil is required to consult one without delay. In abnormal conditions of the eye Dr. Lewis S. Dixon has been regularly consulted. More than twenty per cent of our students have required his services at the time of entering school.

Considerably more time is allowed for the study of physiology

than is usual in schools of this class, and much effort is made to give to the instruction and investigations a practical turn, to deal with living questions of hygiene as they arise in every-day life, especially such as have a personal interest and importance for the pupils.

The evil effects of hurry and worry are made apparent, and are guarded against in many ways, chiefly the following: —

Ample and frequent recesses are not only allowed, but insisted on. No pupil is ever occupied with study or recitation more than forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, as at home, in free social enjoyment. The intermission allowed for this repast is one hour long, and study is not permitted to infringe upon a moment of it.

Care is taken, that, along with the admonitions against hurry, time enough be given in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school-work. Those who find themselves ill, or too much fatigued for duty, are advised to take immediate rest; and a quiet room, one of the lightest and pleasantest in the building, is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading-matter; and here any student may find at the moment of need quiet and rest. It should be added that no instance of abuse of this privilege has come to our knowledge, while its great value as a sanitary appliance has been fully proved.

INCIDENTAL ADVANTAGES.

The city of Worcester is rich in means of culture; and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well-arranged cabinets of the Lyceum and Natural History Association are open for inspection, and available for the purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American History.

The Free Public Library, however, is the one which is most used by students of the Normal School. This consists of a large and well-endowed reference-library, and of a circulating department which is generously supported. Connected with it are reading-rooms supplied with upwards of one hundred and seventy-five papers and periodicals. The use of this institution is free in all its departments; and students are encouraged to avail themselves of its facilities, and politely assisted in pursuing investigations.

RAILROAD FARES.

All the lines of railroad centring in Worcester will issue season-tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

Students are advised, however, to board in the city, if possible. Not much is saved pecuniarily by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at some disadvantage.

ACCOMMODATIONS AND EXPENSES.

There is at present no boarding-house connected with the school; but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. The principal willingly assists all who apply.

The average cost of board (generally including room, fuel, light, and washing) to those now in attendance who are away from home has been ascertained to be about four dollars per week.

The necessary incidental or miscellaneous expenses have averaged about four dollars and a half for each pupil for the term.

These averages are believed to represent strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

STATE AID.

The Commonwealth has regularly appropriated several hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

INVITATION.

The parents and friends of the pupils, and all who are interested in schools, are cordially invited to visit this institution, and observe for themselves its daily working.

The school committees of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school, — especially designed, as it is, to aid them in their work of improving our public instruction, — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

There is no session of the school on Monday. On other days the hours are from a quarter-past nine o'clock to half-past three, with an intermission of an hour a little after noon. This arrangement has been found the most convenient for ninety-six per cent of the pupils.

ACKNOWLEDGMENTS.

A collection of dried leaves, handsomely mounted, embracing more than a hundred and twenty species, has recently been given to the school by Mr. Joseph Jackson, jun., A.M., Principal of the Millbury High School.

The students and teachers have enjoyed, by special invitation of Mrs. Knowles, an interesting and profitable visit to the private art collection of Hon. Lucius J. Knowles of Worcester.

Professor W. P. Atkinson of Boston has kindly offered to the school the loan of about forty volumes of valuable pedagogical works from his library.

COMMUNICATIONS

May be addressed to the Principal, 184 Lincoln Street, or to Hon. E. B. Stoddard, chairman of the Board of Visitors, Worcester.

APPENDIX.

PART OF THE QUESTIONS USED AT THE ENTRANCE EXAMINATION, FEBRUARY, 1881.

THESE questions are printed merely to indicate in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School committees, teachers, and others may receive copies of the examination questions regularly by applying to the Principal.

ARITHMETIC.

(*a*) How long since you have studied this branch?

(*b*) What text-books have you used in this branch?

1. The product of two factors is .0625. One of the factors is 1.25: what is the other?
2. How many pounds of gold equal in weight 12 pounds of lead?
3. Find the cost of laying $\frac{1}{2}$ mile of sidewalk at $\$.62\frac{1}{2}$ per linear foot.
4. What is the difference in square feet between 25 feet square and 25 square feet?
5. What will it cost to dig a cellar 40 feet long, 36 feet wide, and six feet deep, at 25 cents a cubic yard?
6. $\frac{1}{8}$ of a dollar is what part of $37\frac{1}{2}$ cents?
7. What is $\frac{1}{8}$ of $\frac{3}{5}$ expressed decimally?
8. How many thirds in $\frac{3}{2}$?
9. If $\frac{5}{6}$ of a basket of peaches cost $\frac{5}{8}$ of a dollar, what will 48 baskets cost?
10. A farm sold for $\frac{4}{5}$ of its cost. What part of the selling price was the loss?
11. One-third is $\frac{1}{2}$ per cent of what number?
12. Paid $2 for 3 pounds of tea, and sold 2 pounds for $3. What was the per cent profit?

13. Write a promissory note; an order.
14. How many days from Jan. 5, 1879, to May 3, 1880?
15. What is the interest of $600 for 1 year, 1 month, and 20 days, at 5 per cent per annum?
16. What are the proceeds of a note for $500 due in 6 months if discounted at a bank at 6 per cent a year?
17. What is the square root of $30\frac{1}{4}$?
18. Divide 24 into two parts in the ratio of $\frac{2}{7}$ to $\frac{4}{7}$.

GRAMMAR.

(*a*) How long since you have studied this branch?
(*b*) What text-books have you used in this branch?

1. Illustrate and define a sentence.
2. Illustrate and define the three essential parts of a sentence.
3. Write a complex sentence; a compound sentence.
4. "Between broad fields of wheat and corn,
Is the lowly home where I was born."

Analyze the above sentence.

5. Parse the words, "*corn*," "*is*," "*where*," "*I*."
6. Define case and number of pronouns.
7. Define person and number of verbs.
8. Form the plural of *turkey*, *armful*, *footman*, *sheep*.
9. Form the possessive case of *tyro*, *fox*, *baby*, *flowers*.
10. Write the synopsis of the verb *do*, using the subject *he*.
11. Supply the correct form of the personal pronoun, first person, singular number, in the following sentences: This is between you and —. He knew it was —. He took it to be —. Please let John and — go.
12. What verbs have the passive voice, and how is it formed?
13. What is a primitive word?
14. What is a derivative word?
15. Write a short letter to the principal of this school, stating for what purpose you attend a Normal School.

GEOGRAPHY.

(*a*) How long since you have studied this branch?
(*b*) What text-books have you used in this branch?

1. What two motions has the earth, and what does each motion cause?
2. Bound the five zones by parallels.
3. What is the width of the Torrid Zone?
4. Why are the days and nights unequal in this latitude?
5. What points on the earth have no latitude? What points have no longitude?
6. Name the great natural divisions of land in the order of their size.
7. Name in order the oceans which border the Western Continent.
8. Describe the surface of the United States, and its three natural divisions.
9. Name the principal tributaries of the Mississippi River in order.
10. Bound New England.
11. Bound Massachusetts, and give its area.
12. Name the counties of Massachusetts, and the cities in each county.
13. Why is Boston the capital of Massachusetts? When does the Legislature of Massachusetts meet?
14. Which is the most important crop in the United States? In which States is it chiefly produced?
15. Name the principal islands of the West Indies.
16. Which are the most important fruits of the Temperate Zones? Of the Torrid Zone?
17. What form of government has Great Britain? France? Germany? Brazil?
18. What is the Gulf Stream?

HISTORY.

(*a*) How long since you have studied this branch?
(*b*) What text-books have you used in this branch?

1. How many and what nations took an active part in exploring North America?
2. Name the first permanent settlement made by each nation.
3. Give a brief account of the Pilgrim Fathers.
4. State the provisions made for education in the Massachusetts colonies.

5. What was the Declaration of Independence? Where and under what circumstances was it issued?
6. Name the thirteen original States.
7. What were the successive steps taken in the formation of the Constitution of the United States?
8. What were the leading causes of the war of the Rebellion?
9. State fully how each State is represented in the two houses of Congress.
10. Describe the State government of Massachusetts.

SPELLING.

Write the following, using capitals only for proper names: —

1. capital punishment.
2. indefinitely postponed.
3. Wellesley college.
4. matrimonial infelicities.
5. antiquated prejudices.
6. Murray's Grammar.
7. noteworthy coincidence.
8. too finical.
9. vegetable physiology.
10. Phillips's oratory.
11. implacable Nemesis.
12. to sacrifice.

GENERAL.

1. Who was Washington Irving?
2. Write from memory any stanza of poetry.
3. What is a caucus?
4. Who is the President elect?
5. Give the name of any noted person who has died during the past year.
6. What is the Signal Service?
7. What do you know about the Poncas?
8. Who is our Minister to England?
9. What is a bequest?
10. What determines the definition of a word?

GRADUATES.

NOTE. — All the graduates have been examined and approved as teachers for the schools of Worcester by the examining committee of the School Board of this city.

FIRST CLASS, JULY, 1876.

NAMES.	RESIDENCES.
Lydia Walker Ball	*Upton.*
Harriette Crook	*Valley Falls.*
Ella Eudora Goddard	*Worcester.*
Ella Jane Lyford	*Spencer.*
Joseph Chauncey Lyford	*Spencer.*
Marianna Newton	*Worcester.*
Alice Vara Proctor	*Spencer.*
Hannah Arabella Tucker	*North Brookfield.*
Celia Eliza Whiteman	*Le Roy, N.Y.*
Fanny Alberta Williams	*Worcester.*

SECOND CLASS, JANUARY, 1877.

Frances Maria Athy	*Worcester.*
Effie Lillian Bennett	*Worcester.*
Sarah Ann Boyd	*Cherry Valley.*
Florence Emily Brown	*East Douglas.*
Harriet Abigail Brown	*East Douglas.*
Mary Ellen Cecilia Carroll	*Worcester.*
Jennie Luliona Dearborn	*Worcester.*
Clara Amelia Grout	*Worcester.*
Milly Jane Hall	*Upton.*
Gertrude Hawkins	*Fitchburg.*
Augusta Seaver Houghton	*Wilkinsonville.*
Annie Devereaux Johnson	*Worcester.*
Helena Adelaide Marie Kalaher	*Worcester.*
Gertrude Mitchell King	*Nantucket.*
Margaret Jane McCann	*Worcester.*
Mary Elizabeth Murphy	*Worcester.*
Jeannette Maria Putnam	*Northbridge.*

THIRD CLASS, JULY, 1877.

NAMES.	RESIDENCES.
Carrie Maria Adams	*Worcester.*
Emma Abbie Bigelow	*Holden.*
Ida Frances Boyden	*Oakham.*
Jenny Ellis Chandler	*Duxbury.*
Bessie Alice Chase	*Worcester.*
Josepha Percy Chase	*Worcester.*
Katie Agnes Coughlin	*Worcester.*
Mabel Crane	*Blackstone.*
Mary Rebecca Doherty	*Worcester.*
Eliza Ann Fairbanks	*Westborough.*
Ellen Montgomery Fitts	*Worcester.*
Mary Elizabeth Fitzgerald	*Worcester.*
Ida Louise Gaskill	*Blackstone.*
Ella Eudora Hall	*Worcester.*
Mary Field Harrington	*Worcester.*
Anna Beatrice Hopkins	*Worcester.*
Olive Rice Jenks	*Spencer.*
Lucia Naomi Jennison	*East Templeton.*
Mary Anne Kean	*Worcester.*
Anna Maria Murray	*Worcester.*
Katie Ann McCarthy	*Worcester.*
Minnie Willietta Sherman	*Worcester.*
Anna Maud Smith	*Worcester.*
Hattie Urania Thwing	*Worcester.*
Annie Teresa Timon	*Worcester.*
Isabella Livingston Tullis	*Worcester.*
Jennie Abbie Whitney	*Worcester.*

FOURTH CLASS, JANUARY, 1878.

Lizzie Joanna Andrews	*Worcester.*
Addie Jane Booth	*Worcester.*
Ella Agnes Casey	*Worcester.*
Lizzie Edwina Chapin	*Worcester.*
Jennie Cora Clough	*Worcester.*
Edna Currier	*Worcester.*
Anna Crosby Cutting	*Templeton.*
Katie Anna Follon	*Worcester.*
Addie Eliza Kendall	*Worcester.*
Armina Lillian Paul	*Worcester.*
Lilla Maria Rice	*Grafton.*
Fanny Louise Smythe	*Worcester.*

NAMES.	RESIDENCES.
Marietta Sykes	*Blackstone.*
Mary Alice Winter	*Northbridge.*

FIFTH CLASS, JULY, 1878.

Nettie Eliza Adams	*Fitchburg.*
Elizabeth Estelle Bent	*South Gardner.*
Emma Frances Brown	*Worcester.*
Isabella Newton Eddy	*Leicester.*
Mary Abby Hayward	*Ashby.*
Mary Elizabeth Houghton	*Worcester.*
Isabel Pemberton Morey	*West Brookfield.*
Harriet Betsy Sargent	*South Gardner.*
Carrie Angelicia Smith	*Worcester.*
Nellie Blake Webber	*Worcester.*

SIXTH CLASS, JANUARY, 1879.

Jennie Irene Adams	*Fitchburg.*
Hattie Woodward Arnold	*Westborough.*
Emma Buckley	*Worcester.*
Mary Rosalie Goddard	*Worcester.*
Mary Emma Hastings	*Westborough.*
Jennie Leonora Higgins	*Worcester.*
Effie Francis Kinne	*Plainfield, Conn.*
Katie Agatha McLoughlin	*Worcester.*
Hattie Stearns Putnam	*Worcester.*
Sarah Elizabeth Rogers	*Worcester.*
Adeline Estelle Sprague	*Worcester.*
Marion Capitola Tucker	*Worcester.*

SEVENTH CLASS, JULY, 1879.

Eugene Bacon	*Framingham.*
Mary Ella Clark	*Paxton.*
Susan Drake	*Spencer.*
Maggie Agnes Flaherty	*Worcester.*
Emma Lorette Giffin	*Templeton.*
Katie Elizabeth Kenney	*Worcester.*
Ellen French Lindsay	*Grafton.*
Henrietta Agnes Murray	*Worcester.*
Anna Harriet Newton	*Paxton.*
Edwin Thomas Painter, B.S.	*Worcester.*
Emma Miller Plimpton	*Northbridge.*

NAMES.	RESIDENCES.
Mary Agnes Rourke	*Worcester.*
Mary Abbie Sanborn	*West Baldwin, Me.*
Abby Brewer Shute	*Auburn.*

EIGHTH CLASS, JULY, 1880.

Sarah Maria Averill	*Plainfield, Conn.*
Cora Anna Baldwin	*Worcester.*
Mary Elizabeth Barnard	*Harvard.*
Mary Mead Bowen	*Mianus, Conn.*
Mary Etta Buxton	*Worcester.*
Sarah Maria Davis	*Webster.*
Daisy Alice Miranda Fairchild	*Worcester.*
Hattie Grant Gates	*Worcester.*
Mary Gertrude Griggs	*Worcester.*
Etta Lorenda Hill	*West Upton.*
Caroline Elizabeth Howe	*Paxton.*
Mary Anne Kane	*North Brookfield.*
Harriet Lightbourn	*Worcester.*
Alice Eliza Meriam	*Worcester.*
Emma Sophronia Peirce	*Leicester.*
Nellie Louisa Pierce	*Chesterfield, N.H.*
Rosa Isabelle Seavey	*Worcester.*
Anna Philena Smith	*Central Village, Conn.*
Maude Mary Smith	*Grafton.*
Marina Harwood Tucker	*North Brookfield.*

SUMMARY OF NUMBERS.

Number in the First Class	10
Number in the Second Class	17
Number in the Third Class	27
Number in the Fourth Class	14
Number in the Fifth Class	10
Number in the Sixth Class	12
Number in the Seventh Class	14
Number in the Eighth Class	20
Total	124

THE WORK OF OUR GRADUATES.

It is thought worth while to print here the following extract relating to this school, from the last Annual Report of the Board of Education (January, 1881), as it answers questions frequently asked, and gives information of interest to the friends of the school and its graduates: —

"The public interest felt in any professional school naturally centres in the work of its graduates.

"In this view the Worcester School, when account is taken of its short career hitherto, need not fear comparison, we believe, with any in the country. Its graduates all teach (the only exceptions being one or two in a hundred who prove physically infirm), and teach with almost uniform success and acceptance. Not a single graduate is at present known to be wanting employment in the schoolroom; while the demand is constantly pressing for more teachers than the school can supply.

"As many as six applications from school committees in a single week have been refused, simply because graduates could not be found for the places; and several undergraduates during the present year have been induced to leave the Normal School temporarily to accept schools.

"Of the class graduated in June, one of its twenty members has been prevented from teaching by ill health; the remaining nineteen were promptly engaged, all in Massachusetts, and are teaching with good success at the present time.

"Of the last four classes, ninety-four per cent are now teaching, — ninety-one per cent in this State."

MASSACHUSETTS

STATE NORMAL SCHOOL

AT WORCESTER.

CATALOGUE AND CIRCULAR.

EIGHTH YEAR, 1882.

BOSTON:

Rand, Avery, & Co., Printers to the Commonwealth,

117 Franklin Street.

1882.

STATE BOARD OF EDUCATION.

ESTABLISHED IN 1837.

HIS EXCELLENCY, JOHN D. LONG, HINGHAM, *ex officio.*

HIS HONOR, BYRON WESTON, DALTON, *ex officio.*

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Term expires May 25, 1882.	
REV. CHARLES B. RICE, A.M.	DANVERS.
Term expires May 25, 1883.	
HON. ELIJAH B. STODDARD, A.M.	WORCESTER.
Term expires May 25, 1884.	
REV. ALONZO A. MINER, D.D.	BOSTON.
Term expires May 25, 1885.	
THOMAS WENTWORTH HIGGINSON, A.M. . .	CAMBRIDGE.
Term expires May 25, 1886.	
ADMIRAL P. STONE, LL.D.	SPRINGFIELD.
Term expires May 25, 1887.	
MISS ABBY W. MAY	BOSTON.
Term expires May 25, 1888.	
HON. MILTON B. WHITNEY	WESTFIELD.
Term expires May 25, 1889.	

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MISS REBECCA JONES.

CHARLES F. ADAMS.

MISS JULIET PORTER.

HENRY W. BROWN.

MISS HELEN F. MARSH.

MISS ELLEN M. HASKELL.

MRS. MARION J. SUMNER.

In addition to the work of the regular teachers, instruction has been given, by lectures and otherwise, upon special topics, as follows:—

ANNIVERSARY ADDRESS.
By Rev. FRANCIS TIFFANY of West Newton.

THE FLORA OF THE TROPICS.
By Capt. V. P. PARKHURST of East Templeton.

DRAWING IN THE PUBLIC SCHOOLS.
By Professor WALTER SMITH of Boston.

NEW-ENGLAND WILD-FLOWERS IN MAY.
By Mr. HENRY D. MINOT of Boston.

CURIOUS AND TYPICAL SHELLS.
By Professor FRANCIS G. SANBORN of Andover.

OUR MOTHER TONGUE.
By SELAH HOWELL, Esq., of Boston.

ABRAM EVERETT . . . . . JANITOR.

CALENDAR.

NINTH SCHOOL YEAR.

1882.

First term begins . . . . . Thursday, Sept. 7.

RECESS, THANKSGIVING WEEK.

1883.

First term ends . . . . . Thursday, Jan. 25.

VACATION, TWO WEEKS.

Second term begins . . . . . Thursday, Feb. 8.

RECESS, SECOND WEEK IN MAY.

Second term ends . . . . . Friday, June 29.

VACATION, TEN WEEKS.

SPECIAL NOTICE.

Entrance examinations occur twice a year, — at the beginning of each term, — and at no other time.

Exercises of graduation occur once a year only, — namely, on the last day of the summer term, — and are always open to the public.

STUDENTS.

PURSUING POST-GRADUATE STUDIES.

NAMES.	RESIDENCES.
Effie Lillian Bennett	*Worcester.*
Mary Abby Hayward	*Ashby.*
Ella Jane Lyford	*Spencer.*

UNDERGRADUATES.

N.B. — Students whose names are marked with *a* have, besides passing through the regular course of study, served successfully for a half-year as apprentices (see p. 12) in the public schools of the city of Worcester.

FIRST CLASS.

Harriet Almira Baker	*Phillipston.*
Addie Maria Blenus	*Worcester.*
*a*Julia Ann Callahan	*Leicester.*
*a*Anna Theresa Cavanough	*Worcester.*
*a*Lizzie Jane Clark	*Worcester.*
Louis Richards Condry	*Groton.*
*a*Emma Spaulding Cutting	*Worcester.*
*a*Ann Foskett	*Webster.*
*a*Mary Elizabeth Horgan	*Worcester.*
*a*Mary Eliza Jenks	*Spencer.*
*a*Hannah Mary Kickham	*Worcester.*
*a*Alphonsine Talon L'Esperance	*Worcester.*
*a*Julia Ardelle Mann	*Blackstone.*
Ada Elvera Mason	*Worcester.*
Edwin Scott Mathews, B.S.	*Worcester.*
*a*Grace Emily Pearl	*Southborough.*
Anna Eliza Cossaboom Purdy	*Sturbridge.*
*a*Hattie Mariah Ruggles	*Worcester.*
*a*Ada Dora Saunders	*Worcester.*
*a*Anna Theresa Smith	*Worcester.*
Jennie Melenda Sprout	*Worcester.*
*a*Anna Daniels Stowell	*Worcester.*
*a*Mary Florence Stratton	*Millbury.*
*a*Etta Theresa Whalen	*Worcester.*

SECOND CLASS.

NAMES.	RESIDENCES.
*a*Martha Dowse Adams	*Worcester.*
*a*Allena Sophia Amsden	*Worcester.*
*a*Mary Louise Blenus	*Worcester.*
Minnie Anna Burgess Chase	*Worcester.*
*a*Louise Frances Clark	*Paxton.*
Harriet Annie Colton	*Oxford.*
*a*Mary Ellen Convery	*Worcester.*
*a*Catharine Doyle	*Worcester.*
*a*Minnie Lincoln Fletcher	*Littleton.*
*a*Mary Elizabeth Joyce	*Worcester.*
Mary Agnes McGillicuddy	*Worcester.*
Jennie Mitchell Perrin	*Westborough.*
Alice Valentine Phelps	*Worcester.*
*a*Mabel Piper	*Worcester.*
*a*Mary Catharina Morrissey	*Worcester.*
*a*Nellie Abbie Robbins	*Worcester.*
*a*Jeannie Elizabeth Sanderson	*Worcester.*
*a*Mary Celia Smith	*Worcester.*
*a*Etta Melissa Thayer	*Worcester.*
*a*Grace Carpenter Williams	*Gardiner, Me.*

APPRENTICES.

(*See p.* 12.)

Martha Burns Burgess	*Clinton.*
Ellen Gertrude Daley	*Worcester.*
Sarah Elsie Drury	*Spencer.*
Mary Louise Gafney	*Worcester.*
Mary McCann	*Leominster.*
Jessie Moore Nichols	*Auburn.*
Estella Virginia Rolston	*Worcester.*
Mary Gertrude Smith	*Worcester.*
Agnes Rose Stewart	*Worcester.*
Abbie Josephine Taft	*Worcester.*
Octavia Howard Vaughan	*Worcester.*
Hattie Louisa White	*Boylston.*
Maggie Osgood Whitney	*Worcester.*

THIRD CLASS.

Sarah Ida Bowditch	*Leicester.*
Ada Bartlett Braman	*Worcester.*
Annie Elizabeth Brophy	*Worcester.*
Flora Almeda Bryant	*Winchendon.*
Mary Louisa Burroughs	*Boxborough.*

NAMES.	RESIDENCES.
Daniel Henry Casey	*Worcester.*
Cora May Davis	*Thompson, Conn.*
Sarah Leighton Dinsmore	*Lowell.*
Harriet Dyer	*Lebanon, N.H.*
Ellen Francis Fallon	*Worcester.*
Alice Maria Gates	*Leominster.*
Adelia Teresa Gauren	*Worcester.*
Eliza Tainter Gilbert	*Worcester.*
Margaret Frances Hagan	*Worcester.*
Susan Rhoda Hartwell	*Oxford.*
Mary Frye Lewis	*Windham, Conn.*
John Edward Lynch	*Worcester.*
Mary Alice Marshall	*Harvard.*
Ellen Gertrude McGillicuddy	*Worcester.*
Mary Adams Patrick	*Chicopee.*
Joanna Mary Quinn	*Worcester.*
Nellie Marion Rogers	*Holden.*
Mary Elizabeth Stapleton	*Middlebury, Vt.*
Alice Alberta Tatman	*Worcester.*
Elizabeth Pickering Thompson	*Durham, N.H.*
Lizzie Minnie Urban	*Westminster.*
Bessie Sylvia Walker	*Worcester.*
Alvena Betsy Williams	*Paxton.*

FOURTH CLASS.

Maria Fernald Bosworth	*Worcester.*
Agnes Theresa Briden	*Worcester.*
Cordelia Cora Brown	*Worcester.*
Elizabeth Butler	*Worcester.*
Ida Florence Buxton	*Worcester.*
Minnie Jennie Condy	*Worcester.*
Fanny Maria Connor	*Spencer.*
Helen Maria Craigue	*Chester, Vt.*
Florence Josephine Davis	*Worcester.*
Minnie Alberta Davis	*Worcester.*
Maud Loetta Davis	*Worcester.*
Annie Maria Dean	*Worcester.*
Carrie Elizabeth Dodd	*Paxton.*
Cora Belle Drew	*Burlington, Vt.*
Anna Gertrude Foley	*Worcester.*
Julia Elizabeth Green	*Worcester.*
Lucy Maria Green	*Worcester.*
Mary Ellen Green	*North Brookfield.*
Esther Josephine Hager	*Wendell.*

NAMES.	RESIDENCES.
Eudora Estella Hay	*Worcester.*
Jennie Laura Howland	*Keene, N.H.*
Lilla Ingalls	*East Templeton.*
Helen Jenkins	*Worcester.*
Mary Evangeline King	*Worcester.*
Annie Cecilia Kirwan	*Worcester.*
Georgia Hudson Lakin	*Paxton.*
Etta Rosella Leonard	*Worcester.*
Mary Anne McBride	*Worcester.*
Anna Gertrude Melanefy	*Worcester.*
Mary Agnes Morrissey	*Worcester.*
Teresa Elizabeth Mulvihill	*Worcester.*
Annie Ward Newell	*Millbury.*
Helena Bridget O'Keefe	*Worcester.*
Bertha Gertrude Randall	*Millbury.*
Ella Agnes Clarissa Richard	*Spencer.*
Edith Marietta Rolston	*Worcester.*
Mary Lucy Seavey	*Worcester.*
Katy Adaline Wilder	*Sterling.*
Carrie Louise Willard	*Charlton City.*
Henrietta Maria Wright	*East Templeton.*

SPECIAL STUDENTS.

Thomas William Butler	*Worcester.*
Owen Henry Conlin, A.B.	*Worcester.*
Peter Andrew Conlin, A.B.	*Worcester.*
Edward Aloysius Quinland, A.B.	*Worcester.*

SUMMARY OF NUMBERS.

Number pursuing post-graduate studies	3
Number in the first class (February graduates)	17
Number in the first class (July)	24
Number in the second class	20
Number of apprentices	13
Number in the third class	28
Number in the fourth class	40
Number of special students	4
Whole number during the year	149

Circular of Information.

HISTORICAL.

The following extract from the Thirty-seventh Annual Report (1872–73) of the Board of Education gives in outline a history of the establishment of this school: —

"By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors a tract of land of not more than five acres, to be located by the Governor and Council, within certain limits fixed in the Resolve. An appropriation of sixty thousand dollars was made upon condition that the city of Worcester should pay to the Board of Education for the purposes named in the Resolve the sum of fifteen thousand dollars. This condition was promptly complied with. The tract was located by the Governor and Council Sept. 2, 1871; and on the nineteenth day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

"The tract of land located is upon Hospital Hill in Hospital Grove (formerly so called), within a short distance from the new Union Depot now in process of erection, — a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished."

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The eminence upon which it stands commands a view of city, village, and country, for many miles around.

The exercises of dedication took place on Friday, Sept. 11, 1874; and on the following Tuesday (Sept. 15) the school was opened to pupils.

DESIGN OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal Schools, as follows: —

"The design of the Normal School is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching the public schools of the Commonwealth.

"To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching those branches; and, third, of right mental training.

"The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

"STUDIES.

"TWO-YEARS' COURSE.

"Arithmetic, Algebra, Geometry, Book-keeping.

"Physics, Astronomy, Chemistry.

"Physiology, Botany, Zoölogy, Mineralogy, Geology, Geography.

"Language, Reading, Orthography, Etymology, Grammar, Rhetoric, Literature, Composition.

"Penmanship, Drawing, Vocal Music, Gymnastics.

"Psychology, Science of Education and Art of Teaching, School Organization, History of Education.

"Civil Polity of Massachusetts and of United States, History, School Laws of Massachusetts.

"FOUR-YEARS' COURSE.

"In addition to the studies named above, the Four-Years' Course includes Advanced Algebra and Geometry, Trigonometry, and Surveying.

"Advanced Chemistry, Physics, and Botany.

"Drawing, English Literature, General History.

"Latin and French required; German and Greek as the Principal and Visitors of the school shall decide.

"The Visitors, at the request of the Principal of the Worcester School, may have authority to substitute German for French, as they think the interests of the school from time to time demand.

"The above is an enumeration of the studies. The order of the studies in the course is determined by the Principal of each school, with the approval of the Visitors of that school."

APPRENTICESHIP.

In addition to the work of the study and the class-room, systematic observation of schools and actual practice in teaching, under the joint supervision of the city superintendent of schools and the faculty of the Normal School, constitute an important element in our course of training.

The general character of what is known in this school as the "apprenticeship" is this: The student, after one year in the Normal School, is allowed to go into one of the public schools of the city of Worcester to serve as assistant to the teacher of that school; to take part in the instruction, management, and general work of teaching, under the direction of the teacher; and even to act as substitute for the teacher for an hour, a half day, or a day, at the discretion of the latter and with the approval of the superintendent. One student only at a time is assigned to any one teacher; but each student serves in at least two grades of schools in the course of his term of service, the duration of which is six months, or half a school year. After finishing his apprenticeship, the student resumes his course at the Normal School, spending another year there before receiving his diploma.

During the period of apprenticeship, four days of each week are devoted exclusively to it by those employed in the work. One day of the week (Wednesday) is spent by them in the Normal School, where they are employed, not in the ordinary study and work of the institution, but in the following manner: —

They hold such consultation with the teachers of the school, and make such use of books, as may be most helpful to them in their immediate work as apprentices.

They make informal statements to the school of such facts of their experience as may be of advantage to the other students to hear, — concerning ways of teaching, cases of discipline, and the like, — keeping in mind always the private character of the daily life of the schoolroom, and under special warning against revelations that might seem objectionable.

Each apprentice keeps a diary of the occupation and experience of every day's service, and this record is inspected by the faculty of the Normal School. He also makes out a report at the end of his term, in which he gives his own estimate of his success in his work.

The following copy of a diary kept by one of the apprentices gives an account of a week's experience : —

Monday, May 16, 1881. — Corrected a set of spelling-papers, on which were written Rules 1, 2, 3, 4, 5, and 6; another set with Rules 5 and 6, and a third with Rule 7; and ten words ending in silent *e*, with their derivatives.

Heard geography lessons as fast as the scholars were prepared to recite.

Miss —— sent to the Public Library for a basket of books which she had selected. Sometimes, when scholars have learned their lessons, the teacher tells them to go to the bookcase, and take these books to read; and those who are not behindhand in their lessons can have one charged, and take it home.

Had a little time during the drawing-lesson to read "Harper's Magazine," which the teacher brought to me, so that I might see the pictures of the humming-birds that were in it.

Tuesday, May 17, 1881. — Examined the spelling-papers, — Rule 8, with the words under it, and exceptions.

Heard geography lessons nearly all day. Those scholars who are behind the class are obliged to consider all the lessons that have been recited by the class, as review to them, and to be able to give the substance without being questioned.

Mr. —— gave the singing-lesson to Grades — and — together. They sang three or four songs by note and by word, and changed the key of C into its corresponding minor key.

Heard geography all the afternoon. The teacher says that this will be a good lesson for the pupils, — having each one say the whole lesson, and giving none a chance to shirk, and be satisfied if some one recite, not caring how many failures they make themselves. There are two or three scholars who cannot learn it, so I prompt them considerably.

Wednesday, May 18, 1881. — Went up to the Normal School. Mr. —— talked to us about some of the best ways of performing examples in interest and profit and loss.

Looked up several things that I wanted to know, — among Emerson's poems, "The Rhodora" and "The Sphinx;" Longfellow's "Tides;" in Edward Samuels's "Birds of New England," the habits of the barn-swallow and the chimney-swallow; in "The Young Folks' Encyclopædia," the account of the juniper-tree.

Read in "The New-England Journal of Education." The most interesting articles were those about the "Crowfoot Family," and "A Walk beside a Stone Wall: A Study of the Rocks."

Thursday, May 19, 1881. — Corrected arithmetic papers.

The pupils have begun to review, and so the teacher gave them eight examples, bringing in the four fundamental principles: two numbers of

four figures each, to find their sum, their difference, to multiply the two results together, and divide the product by a certain number. Looked the work of each pupil all through, because they are so liable to blunder.

Heard geography lessons.

One of the boys brought a bouquet of blue and white violets, columbine, and polygala.

None of the scholars knew the name of the little pink flower: so the teacher told them. They were familiar with the others.

A flower was brought to-day to illustrate the poem the pupils are learning, — "Jack in the Pulpit." All examined it, or said they did: the boys were most curious.

In the geometrical drawing lesson, the scholars were puzzled when drawing angles at the right-hand end of a line, especially below the line.

FRIDAY, May 20, 1881. — Finished correcting the arithmetic papers.

Copied all the names of the pupils on a sheet of paper, and against each name placed the numbers of the examples which that scholar performed correctly. Each pupil is to perform again those examples on which he failed. This returning of papers continues until every scholar has succeeded in getting all the examples right.

Heard geography lessons.

The reading-lesson was from Higginson's "History of the United States." The pupils have read aloud as far as the American Revolution.

Miss —— brought to school the eggs and little shells of a winkle, with a copy of "The Scientific American," having a picture and a description of the fish in it, and called the attention of scholars to them.

The apprenticeship is designed to give the student practical acquaintance with the work of teaching, and training in that work. It is founded in the conviction that, whether education be a science or not, teaching in the public schools of Massachusetts is an art, — an art to the successful practice of which there is need of some initiation under the guidance of experience and skill; an initiation akin to that which an apprentice passes through in learning his trade.

A secondary purpose is to furnish the faculty of the Normal School with more full and satisfactory data for their estimate of the teaching ability of students. How the recruits will behave under fire cannot be determined by drill in the manual, or by dress parade. The apprenticeship goes far toward answering the important question. The apprentice is visited by the faculty of the Normal School while engaged in his work, and is carefully ob-

served and assisted by suggestions. The teacher of each school in which he has served makes out a report in the following form : —

[STATE NORMAL SCHOOL AT WORCESTER.]

REPORT of the Apprentice-Work of.....

Grade....., ...Street School.

Time, from.....to.....

Scale, 10 — Use no fractions.

No. of Absences.	No. of Tardinesses.	Power of Control.	Power of Interesting.	Skill in Questioning.	Skill in Explaining and Illustrating.	Enthusiasm.	Bearing.

1. What traits of excellence (if any) have been shown in teaching or management ?

2. What weakness or deficiency ?

[Signature].....

The additional six months of preparation required by the system under consideration secure to the student greater maturity of body and mind. The need of such maturity is apparent in the case of the majority of those who enter upon the work of teaching.

That the object of the apprenticeship is attainable by the plan adopted, is not merely probable, but is already matter of experience. The method, although believed to be new in this country, is not in itself a thing new or untried.

The German system of public education requires of the candidate for the office of teacher a season of service under direction, of probation under supervision, the essential elements of which are embodied in this apprenticeship. Something like it also prevails extensively in England.

Moreover, the method is simply the extension of one that was for five years in successful operation in this school. The students are found to derive from their experience a fresh interest in their chosen work. They realize the practical bearings of the principles

and methods they have studied; they acquire the "courage of having done the thing before;" they test their remedies for the school diseases of inattention, disobedience, and the like, by trial on actual patients; they acquire skill that is of vast moment to them at the critical period when they take charge, as teachers, of their first school.

It is no small evidence of good results that the School Board of the city of Worcester heartily approve the system on the ground of the benefit accruing indirectly to the city schools, through the greater fitness of the apprentices to become teachers.

As the student of the Normal School who passes successfully through the period of apprenticeship receives a certificate of the fact in connection with his diploma at graduation, the extra time required for the experience must in almost every case be more than made good by the greater probability of securing a position, and the greater likelihood of success at the outset of the teacher's career.

There are, however, individuals in the school for whom it is impossible or impracticable to undertake this special preparation. The apprenticeship is not enforced upon any student: it is simply recommended. Individuals who do not enter upon it enjoy all the advantages of the school with this single exception.

CONDITIONS OF ADMISSION.

The required age is for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character, must have good health, must promise a faithful observance of school regulations, and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

To such as intend to teach in the public schools of Massachusetts, whether residents of this State or not, tuition is free; those intending to teach in other States, or in private schools, are required to pay in advance fifteen dollars a term (thirty dollars a year) for tuition. A fee of two dollars a term in advance is required of each pupil to meet incidental expenses.

Pupils who withdraw from the school without permission of the principal must pay at the rate of fifteen dollars a term for the tuition they have received.

Candidates must show upon examination good capacity and

general intelligence, and also fair attainments in the following branches: viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

Students are not admitted to advanced classes, and must not expect to complete the elementary course in less than two years.

College graduates only are received as special students.

The scope and character of the examination are indicated by the "Questions" printed in the Appendix.

The regular examination begins on the first day of each term; and applicants must be present at that time, unless detained by sickness or other imperative and unforeseen necessity.

The examination continues through two days; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

GOVERNMENT AND DISCIPLINE.

Pupils are confronted with no code of rules. The school is governed through the suggestions, counsels, and persuasions of the teachers. The importance of morals is emphasized by interrupting and postponing the regular exercises whenever moral exhortation or warning is needed. Nothing short of regular attendance, good behavior, and full allegiance to the school in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.

HEALTH.

Pupils are instructed in the care of their health, and are assisted to put such instruction into practice.

They are carefully watched and are advised individually according to their needs.

In the study of physiology much effort is made to give to the instruction and investigations a practical turn, to deal with living questions of hygiene as they arise in every-day life, especially such as have a personal interest and importance for the pupils.

Ample and frequent recesses are not only allowed, but insisted on. No pupil is ever occupied with study or recitation more than

forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, in free social enjoyment. The intermission allowed for this repast is one hour long, and study is not permitted to infringe upon a moment of it.

Care is taken, that, along with admonitions against hurry, time enough be given in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school-work. Those who find themselves ill, or too much fatigued for duty, are advised to take immediate rest; and a quiet room, one of the lightest and pleasantest in the building, is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading-matter; and here any student may find at the moment of need quiet and rest. It should be added that no instance of abuse of this privilege has come to our knowledge, while its great value as a sanitary appliance has been fully proved.

INCIDENTAL ADVANTAGES.

The city of Worcester is rich in means of culture; and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well-arranged cabinets of the Lyceum and Natural History Association are open for inspection, and available for the purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American History.

The Free Public Library is much used by students of the Normal School. This consists of a large and well-endowed reference-library, and of a circulating department which is generously supported. Connected with it are reading-rooms supplied with upwards of one hundred and seventy-five papers and periodicals. The use of this institution is free in all its departments; and students are encourage to avail themselves of its facilities, and politely assisted in pursuing investigations.

RAILROAD FARES.

All the lines of railroad centring in Worcester issue season-tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

Students are advised, however, to board in the city, if possible. Not much is saved pecuniarily by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at serious disadvantage.

ACCOMMODATIONS AND EXPENSES.

There is no boarding-house connected with the school; but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. The principal willingly assists all who apply.

The average cost of board (generally including room, fuel, light, and washing) to those now in attendance who are away from home has been ascertained to be about four dollars per week.

The necessary incidental or miscellaneous expenses have averaged about four dollars and a half for each pupil for the term.

These averages imply strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

STATE AID.

The Commonwealth has regularly appropriated several hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

INVITATION.

The parents and friends of the pupils, and all others who are interested in schools, are cordially invited to visit this institution, and to observe for themselves its daily working.

The school-committees of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school, — especially designed, as it is, to aid them in their work

of improving our public instruction, — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

There is no session of the school on Monday. On other days the hours are from a quarter-past nine oclock to half-past three, with an intermission of an hour a little after noon. This arrangement has been found the most convenient for ninety-six per cent of the pupils.

ACKNOWLEDGMENTS.

The gift of French's bust of Emerson, by the eighth class of graduates.

The loan of chairs for anniversary occasion, by E. W. Vaill, Esq., of Worcester.

The gift of many specimens of tropical plants and fruits, by Capt. V. P. Parkhurst of East Templeton.

The gift of Vol. III. of "The Harvard Register," by Messrs. Macullar, Parker, & Co., of Boston.

COMMUNICATIONS

May be addressed to the principal, or to Hon. E. B. Stoddard, chairman of the Board of Visitors, Worcester.

APPENDIX.

PART OF THE QUESTIONS USED AT THE ENTRANCE EXAMINATION, FEBRUARY, 1882.

THESE questions are printed merely to indicate in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School-committees, teachers, and others may receive copies of the examination questions regularly by applying to the principal.

ARITHMETIC.

NOTE. — As the examiners wish to see every step in the solutions, all of the original work must be handed in. Decimals are to be carried only far enough to give an answer correct to two decimal places.

1. Estimate,
   - (*a*) the weight of your chair;
   - (*b*) the length of this window;
   - (*c*) the distance to yonder hill.

2, 3. Choose two of the following:
   - (*a*) Describe an insurance policy.
   - (*b*) State how you find the value of a note on which partial payments have been made.
   - (*c*) How do merchants make payments at a distance?

4. Choose one:
   - (*a*) When Worcester 4 per cent bonds sell at 106, what rate of interest does the buyer receive?
   - (*b*) A coal-dealer bought 100 tons of coal by the long ton at $5.00, and sold it at $6.00 by the short ton. If carting and freight cost $1.00 for every ton sold, what did he gain per cent?

5, 6. Choose two:
   - (*a*) A person buys three articles of you; make out the bill, and receipt it.
   - (*b*) If on March 4, 1876, you had lent $250.75 at 5 per cent, what would be due to-day?
   - (*c*) Write the note which would have been given in the above transaction.

7, 8. Choose two (use the yardstick for measuring):

(*a*) What did it cost to plaster the walls and ceiling of this room at 25 cents a square yard? No deduction to be made for doors, windows or mopboards.

(*b*) At $8.00 per cord, what is the cost of a pile of wood filling the same space as this piano?

(*c*) What length of rafters will be required for a house in which the line across the eaves is 30 feet long, and the ridge-pole 10 feet above this line?

9. Add the ledger columns which will be placed upon the blackboard.

GRAMMAR.

"Come, let us plant the apple-tree:
Cleave the tough greensward with the spade;
Wide let its hollow bed be made;
There gently lay the roots, and there
Sift the dark mould with kindly care,
And press it o'er them tenderly,
As round the sleeping infant's feet
We softly fold the cradle-sheet:
So plant we the apple-tree."

1. Analyze the stanza.
2. What verbs are in the indicative mode?
3. Give the principal parts of *come*, *cleave*, *lay*, *sift*, *press*, *fold*.
4. Give the plural of *apple-tree*, *greensward*, *mould*, *cradle-sheet*.
5. Parse *us*.
6. Parse *wide*.
7. What words are used as objects of verbs in this extract?
8. Parse *sleeping*.
9. Name the adverbs in the last five lines.

GEOGRAPHY.

1. How many times a year does the sun rise in the east?
2. During which season is the sun nearest the earth?
3. When will the sun set at the south pole?
4. When it is noon at Worcester, why is it forenoon at Springfield?
5. In what ocean is a vessel whose latitude is 35° north, and whose longitude is 30° west?
6. About how long does it take to go from Boston to San Francisco by rail?
7. Where is the best-known glacier region in the world?
8. In what countries are the following cities? (*a*) Havre; (*b*) Tokio; (*c*) Milan; (*d*) Bombay; (*e*) Antwerp.
9. Where is the great forest region of North America?

10. Name a river in each of the following States: (*a*) Pennsylvania; (*b*) California; (*c*) Iowa; (*d*) Texas; (*e*) New York.
11. Fill the blanks in the following statements: —
    (*a*) Boston is the greatest ——— market in the world.
    (*b*) Chicago is the greatest ——— market in the United States.
    (*c*) New Orleans is the greatest ——— port in the world.
    (*d*) ——— is the largest city on the Pacific coast of America.
    (*e*) ——— is the highest peak east of the Mississippi.
12. What form of government prevails in the eastern hemisphere?
13. Name (*a*) an empire; (*b*) a kingdom; (*c*) a republic (not the United States); (*d*) a free city; (*e*) a country with no form of government.
14. State some of the important vegetable productions of South America.
15. What are the trade-winds?
16. Why is a west wind a dry wind?
17. "*And twice each day the flowing sea*
    Took Boston in its arms."
    What natural phenomenon is referred to in the above lines?
18. Why does it take longer for a vessel to go from Liverpool to New York than from New York to Liverpool?

UNITED STATES HISTORY.

1. How did America get its name?
2. How is Queen Isabella connected with American history?
3. Name a French explorer, and tell what he explored in America.
4. Who was Ferdinand de Soto?
5. What is a charter? and from whom did the New-England colonies receive theirs?
6. Give, so far as you can, the reason for the name of each of five of the thirteen original States.
7. Why were the "French and Indian Wars" so named, and how many were there?
8. What is a political revolution? Give an example.
9. When did the present form of our Government begin?
10. Give some historical association connected with each of the following names: Yorktown, Richmond, Scott, Lincoln, Lake Erie.

SPELLING.

Alabama.
parasol.
ten o'clock A.M.
Feb. 9, 1882.
citron.
emerald.
lieu.
St. Lawrence.
parrot.
rhyme.
Julius Cæsar.
offal.

siege.	busily.
receipt.	mahogany.
pickerel.	catarrh.
Charlotte Brontè.	plaid.
jeweller.	thorough.
livid.	brick-kiln.
pivot.	Egyptian.
San Francisco, Cal.	conciliate.
refrigerator.	fertilize.
asparagus.	analysis.
orang-outang.	phlegm.

recipient.

GRADUATES.

NOTE. — All the graduates have been examined and approved as teachers for the schools of Worcester by the examining committee of the School Board of the city.

FIRST CLASS, JULY, 1876.

NAMES.	RESIDENCES.
Lydia Walker Ball	*Upton.*
Harriette Crook	*Valley Falls.*
Ella Eudora Goddard	*Worcester.*
Ella Jane Lyford	*Spencer.*
Joseph Chauncey Lyford	*Spencer.*
Marianna Newton	*Worcester.*
Alice Vara Proctor	*Spencer.*
Hannah Arabella Tucker	*North Brookfield.*
Celia Eliza Whiteman	*Le Roy, N.Y.*
Fanny Alberta Williams	*Worcester.*

SECOND CLASS, JANUARY, 1877.

Frances Maria Athy	*Worcester.*
Effie Lillian Bennett	*Worcester.*
Sarah Ann Boyd	*Cherry Valley.*
Florence Emily Brown	*East Douglas.*
Harriet Abigail Brown	*East Douglas.*
Mary Ellen Cecilia Carroll	*Worcester.*
Jennie Luliona Dearborn	*Worcester.*
Clara Amelia Grout	*Worcester.*
Milly Jane Hall	*Upton.*
Gertrude Hawkins	*Fitchburg.*
Augusta Seaver Houghton	*Wilkinsonville.*
Annie Devereaux Johnson	*Worcester.*
Helena Adelaide Marie Kalaher	*Worcester.*
Gertrude Mitchell King	*Nantucket.*
Margaret Jane McCann	*Worcester.*
Mary Elizabeth Murphy	*Worcester.*
Jeannette Maria Putnam	*Northbridge.*

THIRD CLASS, JULY, 1877.

NAMES.	RESIDENCES.
Carrie Maria Adams	*Worcester.*
Emma Abbie Bigelow	*Holden.*
Ida Frances Boyden	*Oakham.*
Jenny Ellis Chandler	*Duxbury.*
Bessie Alice Chase	*Worcester.*
Josepha Percy Chase	*Worcester.*
Katie Agnes Coughlin	*Worcester.*
Mabel Crane	*Blackstone.*
Mary Rebecca Doherty	*Worcester.*
Eliza Ann Fairbanks	*Westborough.*
Ellen Montgomery Fitts	*Worcester.*
Mary Elizabeth Fitzgerald	*Worcester.*
Ida Louise Gaskill	*Blackstone.*
Ella Eudora Hall	*Worcester.*
Mary Field Harrington	*Worcester.*
Anna Beatrice Hopkins	*Worcester.*
Olive Rice Jenks	*Spencer.*
Lucia Naomi Jennison	*East Templeton.*
Mary Anne Kean	*Worcester.*
Anna Maria Murray	*Worcester.*
Katie Ann McCarthy	*Worcester.*
Minnie Willietta Sherman	*Worcester.*
Anna Maud Smith	*Worcester.*
Hattie Urania Thwing	*Worcester.*
Annie Teresa Timon	*Worcester.*
Isabella Livingston Tullis	*Worcester.*
Jennie Abbie Whitney	*Worcester.*

FOURTH CLASS, JANUARY, 1878.

Lizzie Joanna Andrews	*Worcester.*
Addie Jane Booth	*Worcester.*
Ella Agnes Casey	*Worcester.*
Lizzie Edwina Chapin	*Worcester.*
Jennie Cora Clough	*Worcester.*
Edna Currier	*Worcester.*
Anna Crosby Cutting	*Templeton.*
Katie Anna Follon	*Worcester.*
Addie Eliza Kendall	*Worcester.*
Armina Lillian Paul	*Worcester.*
Lilla Maria Rice	*Grafton.*
Fanny Louise Smythe	*Worcester.*
Marietta Sykes	*Blackstone.*
Mary Alice Winter	*Northbridge.*

FIFTH CLASS, JULY, 1878.

NAMES.	RESIDENCES.
Nettie Eliza Adams	*Fitchburg.*
Elizabeth Estelle Bent	*South Gardner.*
Emma Frances Brown	*Worcester.*
Isabella Newton Eddy	*Leicester.*
Mary Abby Hayward	*Ashby.*
Mary Elizabeth Houghton	*Worcester.*
Isabel Pemberton Morey	*West Brookfield.*
Harriet Betsy Sargent	*South Gardner.*
Carrie Angelicia Smith	*Worcester.*
Nellie Blake Webber	*Worcester.*

SIXTH CLASS, JANUARY, 1879.

Jennie Irene Adams	*Fitchburg.*
Hattie Woodward Arnold	*Westborough.*
Emma Buckley	*Worcester.*
Mary Rosalie Goddard	*Worcester.*
Mary Emma Hastings	*Westborough.*
Jennie Leonora Higgins	*Worcester.*
Effie Francis Kinne	*Plainfield, Conn.*
Katie Agatha McLoughlin	*Worcester.*
Hattie Stearns Putnam	*Worcester.*
Sarah Elizabeth Rogers	*Worcester.*
Adeline Estelle Sprague	*Worcester.*
Marion Capitola Tucker	*Worcester.*

SEVENTH CLASS, JULY, 1879.

Eugene Bacon	*Framingham.*
Mary Ella Clark	*Paxton.*
Susan Drake	*Spencer.*
Maggie Agnes Flaherty	*Worcester.*
Emma Lorette Giffin	*Templeton.*
Katie Elizabeth Kenney	*Worcester.*
Ellen French Lindsay	*Grafton.*
Henrietta Agnes Murray	*Worcester.*
Anna Harriet Newton	*Paxton.*
Edwin Thomas Painter, B. S.	*Worcester.*
Emma Miller Plimpton	*Northbridge.*
Mary Agnes Rourke	*Worcester.*
Mary Abbie Sanborn	*West Baldwin, Me.*
Abby Brewer Shute	*Auburn.*

EIGHTH CLASS, JULY, 1880.

Sarah Maria Averill	*Plainfield, Conn.*
Cora Anna Baldwin	*Worcester.*
Mary Elizabeth Barnard	*Harvard.*

NAMES.	RESIDENCES.
Mary Mead Bowen	*Mianus, Conn.*
Mary Etta Buxton	*Worcester.*
Sarah Maria Davis	*Webster.*
Daisy Alice Miranda Fairchild	*Worcester.*
Hattie Grant Gates	*Worcester.*
Mary Gertrude Griggs	*Worcester.*
Etta Lorenda Hill	*West Upton.*
Caroline Elizabeth Howe	*Paxton.*
Mary Anne Kane	*North Brookfield.*
Harriet Lightbourn	*Worcester.*
Alice Eliza Meriam	*Worcester.*
Emma Sophronia Peirce	*Leicester.*
Nellie Louisa Pierce	*Chesterfield, N.H.*
Rosa Isabelle Seavey	*Worcester.*
Anna Philena Smith	*Central Village, Conn.*
Maude Mary Smith	*Grafton.*
Marina Harwood Tucker	*North Brookfield.*

NINTH CLASS, JULY, 1881.

N.B.—Graduates whose names are marked with *a* have, besides passing through the regular course of study, served successfully for a half year as apprentices (see p. 12) in the public schools of the city of Worcester.

*a*Selma Petronella Ahlstrom	*Worcester.*
*a*Hattie Bond Andrews	*Worcester.*
Olive Maria Butler	*Worcester.*
*a*Elida Maria Capen	*Charlton.*
Rebecca Harlow Davie	*Worcester.*
Wilton Herbert Desper, B.S.	*Worcester.*
Edward Doolittle Fitch	*Worcester.*
*a*Anna Trask Kelley	*Worcester.*
*a*Mary Emily McCormick	*Worcester.*
*a*Alice Caroline Mason	*Worcester.*
*a*Catherine Theresa Nevins	*Nantucket.*
*a*Georgiana Maria Newton	*Worcester.*
*a*Bertha May Peckham	*Southborough.*
Elizabeth Nettie Robinson	*Templeton.*
*a*Angenette Ethelinda Stone	*Northbridge.*
*a*Jennie Matilda Tainter	*Worcester.*

TENTH CLASS, JANUARY, 1882.

*a*Florence Bicknell	*Rowe.*
*a*Alice Chapin	*Auburn.*
Abbie Mitchell Dorr	*Southborough.*
*a*Mary Blake Dudley	*Worcester.*

NAMES.	RESIDENCES.
*a*Emma Gertrude Goodwin	*Worcester.*
Abbie Calista Hale	*Hubbardston.*
*a*Lizzie Frances Jones	*Lunenburg.*
Fransess Dolbell Martin	*Worcester.*
*a*Ida Marion McCambridge	*Worcester.*
Elizabeth Adelaide Potter	*Worcester.*
*a*Mary Ella Proctor	*Worcester.*
*a*Anna Bush Ranger	*Worcester.*
Sarah Lydia Sawyer	*Fitchburg.*
*a*Caroline Isabel Stone	*Auburn.*
*a*Mabel Burnside Tew	*Worcester.*
*a*Anna Laura Wells	*Rowe.*
*a*Mary Blanche Wheatly	*Worcester.*

SUMMARY OF NUMBERS.

Number in the First Class	10
Number in the Second Class	17
Number in the Third Class	27
Number in the Fourth Class	14
Number in the Fifth Class	10
Number in the Sixth Class	12
Number in the Seventh Class	14
Number in the Eighth Class	20
Number in the Ninth Class	16
Number in the Tenth Class	17
Total	157

DIED.

In Worcester, April 19, 1882, Fanny Louise Smythe, of the Fourth Class of graduates, wife of John F. Kyes, B.S., aged 23 years 9 months.

ANNIVERSARY ADDRESSES.

Have been given by the following persons : —

In 1877, by William T. Harris, LL.D., of St. Louis.
In 1878, by Rev. Thomas Hill, D.D., of Portland, Me.
In 1879, by Alexander H. Rice, LL.D., of Boston.
In 1880, by Mrs. Julia Ward Howe, of Boston.
In 1881, by Rev. Francis Tiffany, of West Newton.

MASSACHUSETTS

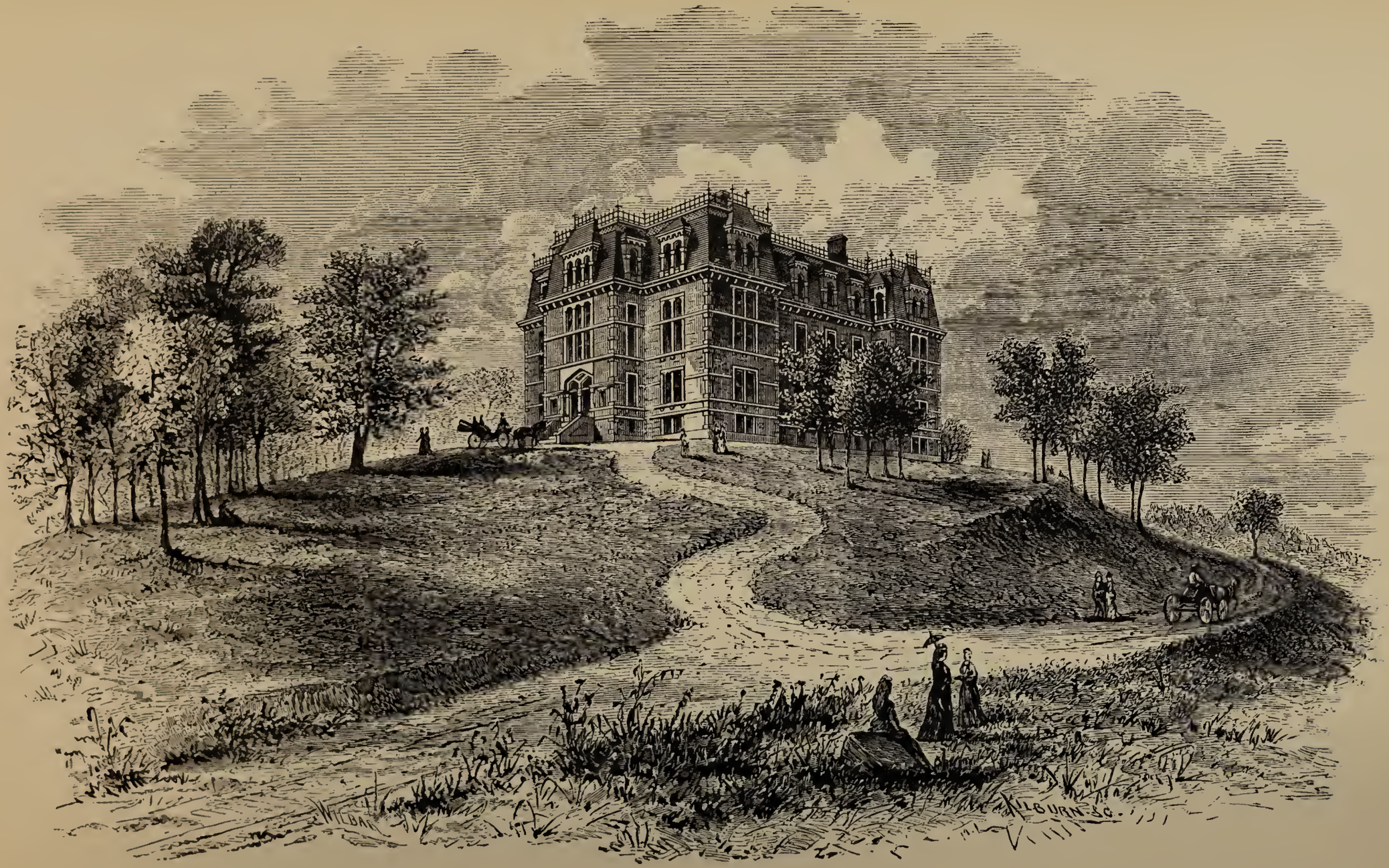
STATE NORMAL SCHOOL

AT WORCESTER.

CATALOGUE AND CIRCULAR.

NINTH YEAR, 1883.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1883.


WILBUR
KILBURN SC.

MASSACHUSETTS

STATE NORMAL SCHOOL

AT WORCESTER.

CATALOGUE AND CIRCULAR.

NINTH YEAR, 1883.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
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STATE BOARD OF EDUCATION.

ESTABLISHED IN 1837.

Ex officio.

HIS EXCELLENCY BENJAMIN F. BUTLER, LOWELL.

HIS HONOR OLIVER AMES, EASTON.

By appointment

HON. ELIJAH B. STODDARD, A. M.	WORCESTER.
Term expires May 25, 1884	
REV. ALONZO A. MINER, D. D.	BOSTON.
Term expires May 25, 1885.	
THOMAS WENTWORTH HIGGINSON, A. M.	CAMBRIDGE.
Term expires May 25, 1886.	
ADMIRAL P. STONE, LL. D.	SPRINGFIELD.
Term expires May 25, 1887.	
MISS ABBIE W. MAY	BOSTON.
Term expires May 25, 1888.	
HON. MILTON B. WHITNEY	WESTFIELD.
Term expires May 25, 1889.	
FRANCIS A. WALKER, LL. D.	BOSTON.
Term expires May 25, 1890.	
EDWARD C. CARRIGAN, ESQ.	BOSTON
Term expires May 25, 1891.	

SECRETARY.

HON. JOHN W. DICKINSON, A. M. . . . NEWTON.

ASSISTANT SECRETARY AND TREASURER.

C. B. TILLINGHAST . . . . . BOSTON.

AGENTS.

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MISS ELLEN M. HASKELL.

MRS. MARION J. SUMNER.

In addition to the work of the regular teachers, instruction has been given, by lectures and otherwise, upon special topics, as follows: —

ANNIVERSARY ADDRESS.

By Hon. JAMES W. PATTERSON, LL. D., of Hanover, N. H.

HAWTHORNE.

By Mr. JOHN ALBEE of New York.

THE COLOR SENSE.

By B. JOY JEFFRIES, M. D., of Boston.

THE WEST.

By Mr. WILLIAM I. MARSHALL of Fitchburg.

SHORT PAPERS READ BY GRADUATES OF THE SCHOOL.

GEOGRAPHY.

By Mr. J. Chauncey Lyford.

MUSIC IN GRADE III.

By Miss Alice E. Meriam.

NUMBER IN GRADE I.

By Miss Effie L. Bennett.

TEN-MINUTE EXERCISES.

By Miss Ella E. Goddard.

WRITING IN GRADE II.

By Miss Maggie A. Flaherty.

READING IN GRADE I.

By Miss Emma Buckley.

A DAY'S WORK IN GRADE I.

By Miss Mary E. Proctor.

LANGUAGE IN GRADE II.

By Miss Ella J. Lyford.

LANGUAGE IN GRADE VII.

By Miss Sarah M. Averill.

WHAT WORRIES ME.

By Miss Anna P. Smith.

ABRAM EVERETT . . . . . Janitor.

CALENDAR.

TENTH SCHOOL YEAR.

1883.

First term begins . . . . . Thursday, Sept. 6.

RECESS, THANKSGIVING WEEK.

1884.

First term ends . . . . . Thursday, Jan. 24.

VACATION, TWO WEEKS.

Second term begins . . . . . Thursday, Feb. 7.

RECESS, SECOND WEEK IN MAY.

Second term ends . . . . . Friday, June 27.

VACATION, TEN WEEKS.

SPECIAL NOTICE.

Entrance examinations occur twice a year,— at the beginning of each term,— and at no other time.

Exercises of graduation occur once a year only,— namely, on the last day of the summer term,— and are always open to the public.

STUDENTS.

PURSUING POST-GRADUATE STUDIES.

NAMES.	RESIDENCES.
Effie Lillian Bennett	*Worcester.*
Edward Doolittle Fitch	*Worcester.*
Mary Abby Hayward	*Ashby.*
Ella Jane Lyford	*Worcester.*

UNDERGRADUATES.

N.B.—Students whose names are marked with (A) have, besides passing through the regular course of study, served for a half-year as apprentices (see p. 13) in the public schools of the city of Worcester.

FIRST CLASS.—January, 1883.

Martha Dowse Adams (A)	*Worcester.*
Harriet Annie Colton	*Oxford*
Mary Ellen Convery (A)	*Worcester.*
Hannah Mary Kickham (A)	*Worcester.*
Mary Catherina Morrissey (A)	*Worcester.*
Mabel Piper (A)	*Worcester.*
Anna Theresa Smith (A)	*Worcester.*
Mary Celia Smith (A)	*Worcester.*
Etta Melissa Thayer (A)	*Worcester.*
Etta Theresa Whalen (A)	*Worcester.*

FIRST CLASS.—June, 1883.

Mary Louise Blenus (A)	*Worcester.*
Ada Bartlett Braman	*Worcester.*
Minnie Anna Burgess Chase	*Worcester.*
Louise Frances Clark (A)	*Paxton.*
Lizzie Jane Clark	*Worcester.*
Mary Louise Gafney (A)	*Worcester.*
Alphonsine Talon L'Esperance (A)	*Worcester.*
Mary Frye Lewis	*Willimantic, Ct.*
John Edward Lynch	*Worcester.*

NAMES.	RESIDENCES.
Mary Agnes McGillicuddy	*Worcester.*
Mary Alice Marshall	*Still River.*
Ada Elvera Mason	*Worcester.*
Jessie Moore Nichols	*Auburn.*
Jennie Mitchell Perrin	*Westborough.*
Alice Valentine Phelps	*Worcester.*
Anna Eliza Cossaboom Purdy	*Sturbridge.*
Estella Virginia Rolston (A)	*Worcester.*
Jeannie Elizabeth Sanderson (A)	*Worcester.*
Mary Gertrude Smith (A)	*Quinsigamond.*
Agnes Rose Stewart (A)	*Worcester.*
Abbie Josephine Taft (A)	*Worcester.*
Lizzie Minnie Urban	*South Westminster.*
Octavia Howard Vaughan (A)	*Worcester.*
Hattie Louisa White	*Boylston Centre.*
Margaret Osgood Whitney	*Worcester.*
Grace Carpenter Williams (A)	*Gardiner, Me.*

APPRENTICES.

(See p. 13.)

Daniel Henry Casey	*Worcester.*
Cora May Davis	*Thompson, Ct.*
Alice Maria Gates	*Leominster.*
Adelia Teresa Gauren	*Worcester.*
Eliza Tainter Gilbert	*Worcester.*

SECOND CLASS.

Maria Fernald Bosworth	*Worcester.*
Mary Louisa Burroughs	*Boxborough.*
Minnie Jennie Condy	*Worcester.*
Ellen Gertrude Daley (A)	*Worcester.*
Maud Loetta Davis	*Worcester.*
Minnie Alberta Davis	*Worcester.*
Cora Belle Drew	*Burlington, Vt.*
Margaret Frances Fallon	*Worcester.*
Ellen Frances Hagan	*Worcester.*
Eudora Estella Hay	*Worcester.*
Lilla Ingalls	*East Templeton.*
Annie Cecilia Kirwan	*Worcester.*
Etta Rosella Leonard	*Worcester.*
Anna Gertrude Melanefy	*Worcester.*
Annie Ward Newell	*Millbury.*
Helena Bridget O'Keefe	*Worcester.*

NANES.	RESIDENCES.
Bertha Gertrude Randall	*Millbury*
Edith Marietta Rolston	*Worcester.*
Mary Lucy Seavey	*Worcester.*
Alice Alberta Tatman	*Quinsigamond.*
Almira Josephine Wilcox	*Hubbardston.*
Katy Adaline Wilder	*Sterling.*
Alvena Betsy Williams	*Paxton.*

THIRD CLASS.

Katharine Blanche Adams	*Worcester.*
Sarah Ida Bowditch	*Leicester.*
Annie Elizabeth Brophy	*Worcester.*
Ida Florence Buxton	*Worcester.*
Helen Maria Craigue	*Chester, Vt.*
Emma Florence Davis	*Shrewsbury.*
Annie Maria Dean	*Worcester.*
Catherine Agnes Desmond	*Bolton.*
Carrie Elizabeth Dodd	*Paxton.*
Elizabeth Philomena Elword	*Worcester.*
Anna Gertrude Foley	*Worcester.*
Julia Elizabeth Green	*Worcester.*
Lucy Maria Green	*Worcester.*
Catherine Aloysia Hackett	*Worcester.*
Annie Maria Ham	*Worcester.*
Carrie Adaline Hildreth	*Worcester.*
Charlotte Hunt	*Worcester.*
Helen Jenkins	*Andover.*
Mary Jessie King	*Stamford, Vt.*
Mary Evangeline King	*Worcester.*
Georgia Hudson Lakin	*Paxton.*
Mary Anne McBride	*Worcester.*
Ellen Gertrude McGillicuddy	*Worcester.*
Mary Agnes Morrissey	*Worcester.*
Delia Isabel Newbury	*Worcester.*
Carrie Louise Paige	*Hardwick.*
Ida May Parsons	*Holden.*
Frances May Prentice	*Westborough.*
Joanna Mary Quinn	*Worcester.*
Margaret Scott	*Burlington, Vt.*
Hannah Sheehan	*Whitinsville.*
Mary Elizabeth Talbot Tandy	*Athol.*
Annie Gertrude Thompson	*Worcester.*
Bessie Sylvia Walker	*Worcester.*

NAMES.	RESIDENCES.
Ella Maria Wells	*Deerfield*
Carrie Louise Willard	*Charlton City.*
Mary Louise Windsor	*Grafton.*
Henrietta Maria Wright	*East Templeton.*

FOURTH CLASS.

Susan Arnold	*Hubbardston.*
Clara Harwood Bemis	*Spencer.*
Fannie Maria Connor	*Spencer.*
Cora Augusta Cooley	*Worcester.*
Minerva Angelia Cutting	*Boylston.*
Amy Holbrook Dana	*West Boylston.*
Anna Maria Dean	*Worcester.*
Marcella Mary Agnes Ignatius Farrelly	*New York.*
Emily Sophia Gaskill	*Mendon.*
Emma Jane Goddard	*Grafton.*
Sarah Wyman Hay	*Worcester.*
Emma Eliza Hayward	*Ashby.*
Ellen Hinsley	*Worcester.*
Jane Eliza Kerr	*Grafton.*
Benjamin West Kinney	*Worcester.*
Abbie Curtis Knight	*Worcester.*
Elizabeth McFarland	*Sutton.*
Fanny Ward Morey	*West Brookfield.*
Jeannette Morrill	*Benton, N. H.*
Agnes Josephine O'Gorman	*Worcester.*
Mabel Augusta Rich	*Charlton.*
Eldora Josephine Richard	*Spencer.*
Nellie Miles Rood	*Worcester.*
Carrie Melinda Sweetzer	*Worcester.*
Florence Mabel Waite	*Pittsfield.*
Catherine Elizabeth Whalen	*Worcester.*

SPECIAL STUDENT.

Arthur Hay, B.A. (Dartmouth)	*Worcester.*

SUMMARY OF NUMBERS.

Number pursuing post-graduate studies	4
Number in the first class (January graduates)	10
Number in the first class (June)	26
Number of apprentices	5

Number in the second class	23
Number in the third class	38
Number in the fourth class	26
Number of special students	1
Whole number during the year	133

Circular of Information.

HISTORICAL

The following extract from the Thirty-seventh Annual Report (1872-73) of the Board of Education gives in outline a history of the establishment of this school: —

"By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors a tract of land of not more than five acres, to be located by the Governor and Council, within certain limits fixed in the Resolve. An appropriation of sixty thousand dollars was made upon condition that the city of Worcester should pay to the Board of Edueation for the purposes named in the Resolve the sum of fifteen thousand dollars. This condition was promptly complied with. The tract was located by the Governor and Council Sept. 2, 1871; and on the nineteenth day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

"The tract of land located is upon Hospital Hill in Hospital Grove (formerly so called), within a short distanee from the new Union Depot now in process of erection, — a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commeneement of school each day, and take the cars to return after the school exercises are finished."

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The eminence upon which it stands commands a view of city, village, and country, for many miles around.

The exercises of dedication took place on Friday Sept. 11, 1874; and on the following Tuesday (Sept. 15) the school was opened to pupils.

DESIGN OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal Schools, as follows: —

"The design of the Normal School is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

"To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching those branches; and, third, of right mental training.

"The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

"STUDIES.

"TWO-YEARS' COURSE.

"Arithmetic, Algebra, Geometry, Book-keeping.

"Physics, Astronomy, Chemistry.

"Physiology, Botany, Zoölogy, Mineralogy, Geology, Geography.

"Language, Reading, Orthography, Etymology, Grammar, Rhetoric, Literature, Composition.

"Penmanship, Drawing, Vocal Music, Gymnastics.

"Psychology, Science of Education and Art of Teaching, School Organization, History of Education.

"Civil Polity of Massachusetts and of United States, History, School Laws of Massachusetts.

"FOUR-YEARS' COURSE.

"In addition to the studies named above, the Four-Years' Course includes Advanced Algebra and Geometry, Trigonometry, and Surveying.

"Advanced Chemistry, Physics, and Botany.

"Drawing, English Literature, General History.

"Latin and French required; German and Greek as the Principal and Visitors of the school shall decide.

"The Visitors, at the request of the Principal of the Worcester School, may have authority to substitute German for French, as they think the interests of the school from time to time demand.

"The above is an enumeration of the studies. The order of the studies in the course is determined by the Principal of each school, with the approval of the Visitors of that school."

APPRENTICESHIP.

In addition to the work of the study and the class-room, systematic observation of schools and actual practice in teaching, under the joint supervision of the city superintendent of schools and the faculty of the Normal School, constitute an important element in our course of training.

The general character of what is known in this school as the "apprenticeship" is this: The student, after three terms, or a year and a half in the Normal School, is allowed to go into one of the public schools of the city of Worcester to serve as assistant to the teacher of that school; to take part in the instruction, management and general work of teaching, under the direction of the teacher; and even to act as substitute for the teacher for an hour, a half-day, or a day, at the discretion of the latter and with the approval of the superintendent. One student only at a time is assigned to any one teacher; but each student serves in at least three grades of schools in the course of his term of service, the duration of which is six months, or half a school year. After finishing his apprenticeship, the student resumes his course at the Normal School, spending another half year there before receiving his diploma.

During the period of apprenticeship, four days of each week are devoted exclusively to it by those employed in the work. One day of the week (Wednesday) is spent by them in the Normal School, where they are employed, not in the ordinary study and work of the institution, but in the following manner: —

They hold such consultation with the teachers of the school, and make such use of books, as may be most helpful to them in their immediate work as apprentices.

They make informal statements to the school of such facts of their experience as may be of advantage to the other students to hear, — concerning ways of teaching, cases of discipline, and the like, — keeping in mind always the private character of the daily

life of the school-room, and under special warning against revelations that might seem objectionable.

Each apprentice keeps a diary of the occupation and experience of every day's service, and this record is inspected by the faculty of the Normal School. He also makes out a report at the end of his term, in which he gives his own estimate of his success in his work.

The following copy of a diary kept by one of the apprentices gives an account of a week's experience: —

Monday, May 16, 1881. — Corrected a set of spelling papers, on which were written Rules 1, 2, 3, 4, 5, and 6; another set with Rules 5 and 6, and a third with Rule 7; and ten words ending in silent *e*, with their derivatives.

Heard geography lessons as fast as the scholars were prepared to recite.

Miss —— sent to the Public Library for a basket of books which she had selected. Sometimes, when scholars have learned their lessons, the teacher tells them to go to the bookcase, and take these books to read; and those who are not behindhand in their lessons can have one charged, and take it home.

Had a little time during the drawing-lesson to read "Harper's Magazine," which the teacher brought to me, so that I might see the pictures of the humming-birds that were in it.

Tuesday, May 17, 1881. — Examined the spelling-papers, — Rule 8, with the words under it, and exceptions.

Heard geography lessons nearly all day. Those scholars who are behind the class are obliged to consider all the lessons that have been recited by the class, as review to them, and to be able to give the substance without being questioned.

Mr. —— gave the singing-lesson to Grades — and — together. They sang three or four songs by note and by word, and changed the key of C into its corresponding minor key.

Heard geography all the afternoon. The teacher says that this will be a good lesson for the pupils,—having each one say the whole lesson, and giving none a chance to shirk, and be satisfied if some one recite, not caring how many failures they make themselves. There are two or three scholars who cannot learn it, so I prompt them considerably.

Wednesday, May 18, 1881.—Went up to the Normal School. Mr. —— talked to us about some of the best ways of performing examples in interest and profit and loss.

Looked up several things that I wanted to know, — among Emerson's poems, "The Rhodora" and "The Sphinx;" Longfellow's "Tides;" in Edward Samuels's "Birds of New England," the habits of the barn-

swallow and the chimney-swallow; in "The Young Folks' Encyclopædia," the account of the juniper-tree.

Read in "The New England Journal of Education." The most interesting articles were those about the "Crowfoot Family," and "A Walk beside a Stone Wall: A Study of the Rocks."

THURSDAY, May 19, 1881. — Corrected arithmetic papers.

The pupils have begun to review, and so the teacher gave them eight examples, bringing in the four fundamental principles: two numbers of four figures each, to find their sum, their difference, to multiply the two results together, and divide the product by a certain number. Looked the work of each pupil all through, because they are so liable to blunder.

Heard geography lessons.

One of the boys brought a bouquet of blue and white violets, columbine, and polygala.

None of the scholars knew the name of the little pink flower; so the teacher told them. They were familiar with the others.

A flower was brought to-day to illustrate the poem the pupils are learning,—"Jack in the Pulpit." All examined it, or said they did: the boys were most curious.

In the geometrical drawing lesson, the scholars were puzzled when drawing angles at the right-hand end of a line, especially below the line.

FRIDAY, May 20, 1881.—Finished correcting the arithmetic papers.

Copied all the names of the pupils on a sheet of paper, and against each name placed the numbers of the examples which that scholar performed correctly. Each pupil is to perform again those examples on which he failed. This returning of papers continues until every scholar has succeeded in getting all the examples right.

Heard geography lessons.

The reading-lesson was from Higginson's "History of the United States." The pupils have read aloud as far as the American Revolution.

Miss —— brought to school the eggs and little shells of a winkle, with a copy of "The Scientific American," having a picture and a description of the fish in it, and called the attention of scholars to them.

The apprenticeship is designed to give the student practical acquaintance with the work of teaching, and training in that work. It is founded in the conviction that, whether education be a science or not, teaching in the public schools of Massachusetts is an art,—an art to the successful practice of which there is need of some initiation under the guidance of experience and skill; an initiation akin to that which an apprentice passes through in learning his trade.

A secondary purpose is to furnish the faculty of the Normal School with more full and satisfactory data for their estimate of the teaching ability of students. How the recruits will behave under fire cannot be determined by drill in the manual, or by dress-parade. The apprenticeship goes far toward answering the important question. The apprentice is visited by the faculty of the Normal School while engaged in his work, and is carefully observed and assisted by suggestions. The teacher of each school in which he has served makes out a report in the following form: —

[STATE NORMAL SCHOOL AT WORCESTER.]

REPORT of the Apprentice-Work of.....

Grade....., ...Street School.

Time from.....to..... .....

Scale, 10 – Use no fractions.

No. of Absences.	No. of Tardinesses.	Power of Control.	Power of Interesting.	Skill in Questioning.	Skill in Explaining and Illustrating.	Enthusiasm.	Bearing.

1. What traits of excellence (if any) have been shown in teaching or management?

2. What weakness or deficiency?

[Signature]..... ....

The additional six months of preparation required by the system under consideration secure to the student greater maturity of body and mind. The need of such maturity is apparent in the case of the majority of those who enter upon the work of teaching.

That the object of the apprenticeship is attainable by the plan adopted, is not merely probable, but is already matter of experience. The method, although believed to be new in this country, is not in itself a thing new or untried.

The German system of public education requires of the candidate for the office of teacher a season of service under direction, of probation under supervision, the essential elements of which are embodied in this apprenticeship. Something like it also prevails extensively in England.

Moreover, the method is simply the extension of one that was for five years in successful operation in this school. The students are found to derive from their experience a fresh interest in their chosen work. They realize the practical bearings of the principles and methods they have studied; they acquire the "courage of having done the thing before;" they test their remedies for the school diseases of inattention, disobedience, and the like, by trial on actual patients; they acquire skill that is of vast moment to them at the critical period when they take charge, as teachers, of their first school.

It is no small evidence of good results that the school board of the city of Worcester heartily approve the system on the ground of the benefit accruing indirectly to the city schools, through the greater fitness of the apprentices to become teachers.

As the student of the normal school who passes successfully through the period of apprenticeship receives a certificate of the fact in connection with his diploma at graduation, the extra time required for the experience must in almost every case be more than made good by the greater probability of securing a position, and the greater likelihood of success at the outset of the teacher's career.

There are, however, individuals in the school for whom it is impossible or impracticable to undertake this special preparation. The apprenticeship is not enforced upon any student; it is simply recommended. Individuals who do not enter upon it enjoy all the advantages of the school with this single exception.

CONDITIONS OF ADMISSION.

The required age is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character, must have good health, must promise a faithful observance of school regulations, and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation. The course need not be

pursued *continuously* to the end; students may, and often do, obtain leave of absence, to teach, and resume their work afterwards.

To such as intend to teach in the public schools of Massachusetts, whether residents of this State or not, tuition is free; those intending to teach in other States, or in private schools, are required to pay in advance fifteen dollars a term (thirty dollars a year) for tuition. A fee of two dollars a term in advance is required of each pupil to meet incidental expenses.

Pupils who withdraw from the school without permission of the principal must pay at the rate of fifteen dollars a term for the tuition they have received.

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches: viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

Students are not admitted to advanced classes, and must not expect to complete the elementary course in less than two years.

College and normal-school graduates only are received as special students.

The scope and character of the examinations are indicated by the "Questions" printed in the Appendix.

The regular examination begins on the first day of each term; and applicants must be present at that time, unless detained by sickness or other imperative and unforeseen necessity.

The examination continues through two days; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

Candidates for admission may present themselves for examination six months, or even a year, before they expect to join the school, and are advised to do so, if convenient, for the sake of becoming better acquainted with the nature of the requirements.

GOVERNMENT AND DISCIPLINE.

Pupils are confronted with no code of rules. The school is governed through the suggestions, counsels and persuasions of the teachers. The importance of morals is emphasized by interrupting and postponing the regular exercises whenever moral exhortation or warning is needed. Nothing short of regular

attendance, good behavior, and full allegiance to the school in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.

HEALTH.

Pupils are instructed in the care of their health, and are assisted to put such instruction into practice.

They are carefully watched and are advised individually according to their needs.

In the study of physiology much effort is made to give to the instruction and investigations a practical turn, to deal with living questions of hygiene as they arise in every-day life, especially such as have a personal interest and importance to the pupils.

Ample and frequent recesses are not only allowed, but insisted on. No pupil is ever occupied with study or recitation more than forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, in free social enjoyment. The intermission allowed for this repast is one hour long, and study is not allowed to infringe upon a moment of it.

Care is taken, that, along with admonitions against hurry, time enough be given in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school-work. Those who find themselves ill, or too much fatigued for duty, are advised to take immediate rest; and a quiet room, one of the lightest and pleasantest in the building, is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading-matter; and here any student may find, at the moment of need, quiet and rest. It should be added, that no instance of abuse of this privilege has come to our knowledge; while its value as a sanitary appliance has been fully proved.

INCIDENTAL ADVANTAGES.

The city of Worcester is rich in means of culture; and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well-arranged cabinets of the Lyceum and Natural History Association are open for inspection, and available for the purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American History.

The Free Public Library is much used by students of the Normal School. This consists of a large and well-endowed reference library, and of a circulating department which is generously supported. Connected with it are reading-rooms supplied with upwards of one hundred and seventy-five papers and periodicals. The use of this institution is free in all its departments; and students are encouraged to avail themselves of its facilities, and politely assisted in pursuing investigations.

RAILROAD FARES.

All the lines of railroad centring in Worcester issue season tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

Students are advised, however, to board in the city, if possible. Not much is saved pecuniarily by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at serious disadvantage.

ACCOMMODATIONS AND EXPENSES.

There is no boarding-house connected with the school; but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. The principal willingly assists all who apply.

The average cost of board (generally including room, fuel, light, and washing) to those now in attendance who are away from home has been ascertained to be about four dollars per week.

The necessary incidental or miscellaneous expenses have averaged about four dollars and a half for each pupil for the term.

These averages imply strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

STATE AID.

The Commonwealth has regularly appropriated several hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

INVITATION.

The parents and friends of the pupils, and all others who are interested in schools, are cordially invited to visit this institution, and to observe for themselves its daily working.

The school committees of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school, — especially designed, as it is, to aid them in their work of improving our public instruction, — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

There is no session of the school on Monday. On other days the hours are from a quarter-past nine o'clock to quarter to four, with an intermission of an hour a little after noon. This arrangement has been found the most convenient for ninety-six per cent. of the pupils.

ACKNOWLEDGMENTS.

The gift of a large and handsome engraving of Rosa Bonheur's "Old Monarch," by the ninth class of graduates.

The gift of Braun's large photographic view of the Pyramids and Sphinx, by the tenth class of graduates.

The gift of valuable specimens of Coral, by Capt. V. P. Parkhurst of East Templeton.

The loan of Chairs for anniversary occasion, by E. W. Vaill, Esq., of Worcester.

COMMUNICATIONS

May be addressed to the principal, or to Hon. E. B. Stoddard, chairman of the Board of Visitors, Worcester.

APPENDIX.

Part of the Questions used at the Entrance Examination, February, 1883.

THESE questions are printed merely to indicate in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School committees, teachers, and others may receive copies of the examination questions regularly by applying to the Principal.

ARITHMETIC.

1. Express by figures forty billion ten million four hundred, and five hundred-millionths.

2. From one tenth subtract one thousandth, multiply the remainder by one hundredth, and divide the product by one ten-thousandth.

3. How many yards of plastering are required for the ceiling of a room $12\frac{1}{2}$ feet long and $11\frac{1}{4}$ feet wide?

4. From the sum of $\frac{5}{9}$ and $\frac{2}{3}$ subtract their difference.

5. Express decimally $\frac{4}{7}$ of $\frac{31\frac{1}{3}}{8}$.

6. What per cent. of $\frac{3}{4}$ is $\frac{2}{3}$?

7. What is the interest of $375 for 3 years, 3 months and 3 days, at 3 per cent. per annum?

8. By selling cloth at $3 per yard I gain 20 per cent.; what per cent. should I gain by selling at $5 per yard?

9. I have a note for $600, payable Oct. 4, 1882; what will be received on the note if discounted at the bank to-day, at 6 per cent.?

10. If it requires 804 men, working 12 days, to build a road, how many men would it require, working 9 days, to build it?

11. Make and receipt a bill for the following items: — 17,340 bricks at $11.50 a thousand; 2,250 laths at 33 cents a hundred; 250 yards of cloth at $1.50 a yard.

12. How many liters in 4 gals, 2 qts., 1 pt.?

GRAMMAR.

1. Define language.

2. Name the nine classes of words used in expressing our ideas and thoughts, and give an example of each class.

3. What are the properties that belong to these several classes?

4. Define noun; pronoun; adjective; verb; conjunction.

5. Define the terms phrase, clause, and sentence.

6. Illustrate and define a simple sentence; a compound sentence; a complex sentence.

7. Write a sentence containing a clause used as the subject; also a clause used as the object of a transitive verb.

8. "Near yonder copse where once the garden smiled,
And still where many a garden flower grows wild,
There, where a few torn shrubs the place disclose,
The village preacher's modest mansion rose."

a. What kind of sentence is the above?

b. How many, and what kind of clauses does it contain?

c. What does each dependent clause modify?

d. What does the phrase "Near yonder copse" modify?

e. What is the logical subject of the sentence?

f. What is the logical predicate?

9. Correct the following expressions, if incorrect: —

a. Neither he nor his father were in fault.

b. Be that as it will, I cannot give my consent.

c. Mankind resemble each other most in the beginnings of society.

d. Such cloaks were in fashion five years since.

10. Punctuate the following: — The great rule says Lavater of moral conduct or ethics as it is styled by philosophers is to make the best use of ones time.

GEOGRAPHY.

1. What is latitude? longitude? How many degrees of each are reckoned, and in what direction?

2. In what direction does the earth rotate? and what is the effect of its rotation?

3. Describe the surface of the United States, naming its mountain-ranges, slopes, and river-basins.

4. Which of the United States lie partly or wholly north of the latitude of San Francisco?

5. Describe the route by water from Chicago to New York City.

6. Name the five most important cities in the United States; state where they are situated, and for what each is noted

7. What is the difference in time between London and Boston?

8. What countries, seaports, and divisions of the sea would one pass in sailing from Liverpool to Constantinople, keeping all the time within sight of land?

9. State the situation of the cities of St. Louis, Cincinnati, Berlin, Havana, Moscow.

10. Draw a map of Massachusetts, or of your own State, and describe its surface. Name its principal rivers, and name its cities in the order of their size.

HISTORY.

1. When and where was the first English settlement commenced in New England?

2. Why did the Pilgrims leave England?

3. Why did they leave Holland?

4. Give some account of the union of the New England Colonies in 1643.

5. What were the causes of King Philip's War?

6. What were the causes of the Revolutionary War?

7. Give a description of Burgoyne's Invasion.

8. When was the Constitution of the United States adopted, and by what States?

9. What were the boundaries of the territory of the Republic, at the close of the war of the Revolution, and what are the boundaries at the present time?

10. In what were the Articles of the Confederation inadequate to the wants of the Government?

11. State the leading events that occurred in the administration of the third president of the United States.

12. How was the State of Louisiana acquired by the United States? and what advantages were derived from the acquisition?

13. What were the causes that led to the Civil War?

14. Describe the battle of Vicksburg, and tell what was gained by it.

SPELLING.

mercantile	clothes	secretary
Caribbean	banana	bilious
truly	lilies	liniment
bachelor	peaceable	beefsteak
vertical	dyeing	valleys
inflammable	infallible	mischievous
dutiful	separate	practical
Sioux	tenement	awkward
Minie-ball	Narragansett.	fossil
blamable	preferable	testament
Behring	beach	ellipse
persevere	vegetable	preferred

GRADUATES.

NOTE.—All the graduates have been examined and approved as teachers for the schools of Worcester by the examining committee of the School Board of the city.

FIRST CLASS, JULY, 1876.

NAMES.	RESIDENCES.
Lydia Walker Ball	*Upton.*
Harriette Crook	*Valley Falls.*
Ella Eudora Goddard	*Worcester.*
Ella Jane Lyford	*Spencer.*
Joseph Chauncey Lyford	*Spencer.*
Marianna Newton	*Worcester.*
Alice Vara Proctor	*Spencer.*
Hannah Arabella Tucker	*North Brookfield.*
Celia Eliza Whiteman	*Le Roy, N. Y.*
Fanny Alberta Williams	*Worcester.*

SECOND CLASS, JANUARY, 1877.

Frances Maria Athy	*Worcester.*
Effie Lillian Bennett	*Worcester.*
Sarah Ann Boyd	*Cherry Valley.*
Florence Emily Brown	*East Douglas.*
Harriet Abigail Brown	*East Douglas.*
Mary Ellen Cecilia Carroll	*Worcester.*
Jennie Luliona Dearborn	*Worcester.*
Clara Amelia Grout	*Worcester.*
Milly Jane Hall	*Upton.*
Gertrude Hawkins	*Fitchburg.*
Augusta Seaver Houghton	*Wilkinsonville.*
Annie Devereaux Johnson	*Worcester.*
Helena Adelaide Marie Kalaher	*Worcester.*
Gertrude Mitchell King	*Nantucket.*
Margaret Jane McCann	*Worcester.*
Mary Elizabeth Murphy	*Worcester.*
Jeannette Maria Putnam	*Northbridge.*

THIRD CLASS, JULY, 1877.

NAMES.	RESIDENCES.
Carrie Maria Adams	*Worcester.*
Emma Abbie Bigelow	*Holden.*
Ida Frances Boyden	*Oakham.*
Jennie Ellis Chandler	*Duxbury.*
Bessie Alice Chase	*Worcester.*
Josepha Percy Chase	*Worcester.*
Katie Agnes Coughlin	*Worcester.*
Mabel Crane	*Blackstone.*
Mary Rebecca Doherty	*Worcester.*
Eliza Ann Fairbanks	*Westborough.*
Ellen Montgomery Fitts	*Worcester.*
Mary Elizabeth Fitzgerald	*Worcester.*
Ida Louise Gaskill	*Blackstone.*
Ella Eudora Hall	*Worcester.*
Mary Field Harrington	*Worcester.*
Anna Beatrice Hopkins	*Worcester.*
Olive Rice Jenks	*Spencer.*
Lucia Naomi Jennison	*East Templeton.*
Mary Anne Kean	*Worcester.*
Anna Maria Murray	*Worcester.*
Katie Ann McCarthy	*Worcester.*
Minnie Willietta Sherman	*Worcester.*
Anna Maud Smith	*Worcester.*
Hattie Urania Thwing	*Worcester.*
Annie Teresa Timon	*Worcester.*
Isabella Livingston Tullis	*Worcester.*
Jennie Abbie Whitney	*Worcester.*

FOURTH CLASS, JANUARY, 1878.

Lizzie Joanna Andrews	*Worcester.*
Addie Jane Booth	*Worcester.*
Ella Agnes Casey	*Worcester.*
Lizzie Edwina Chapin	*Worcester.*
Jennie Cora Clough	*Worcester.*
Edna Currier	*Worcester.*
Anna Crosby Cutting	*Templeton.*
Katie Anna Follon	*Worcester.*
Addie Eliza Kendall	*Worcester.*
Armina Lillian Paul	*Worcester.*
Lilla Maria Rice	*Grafton.*
Fanny Louise Smythe	*Worcester.*
Marietta Sykes	*Blackstone.*
Mary Alice Winter	*Northbridge.*

FIFTH CLASS, JULY, 1878.

NAMES.	RESIDENCES.
Nettie Eliza Adams	*Fitchburg*
Elizabeth Estelle Bent	*South Gardner.*
Emma Frances Brown	*Worcester.*
Isabella Newton Eddy	*Leicester.*
Mary Abby Hayward	*Ashby.*
Mary Elizabeth Houghton	*Worcester*
Isabel Pemberton Morey	*West Brookfield.*
Harriet Betsy Sargent	*South Gardner.*
Carrie Angelicia Smith	*Worcester.*
Nellie Blake Webber	*Worcester.*

SIXTH CLASS, JANUARY, 1879.

Jennie Irene Adams	*Fitchburg.*
Hattie Woodward Arnold	*Westborough.*
Emma Buckley	*Worcester.*
Mary Rosalie Goddard	*Worcester.*
Mary Emma Hastings	*Westborough.*
Jennie Leonora Higgins	*Worcester.*
Effie Francis Kinne	*Plainfield, Conn.*
Katie Agatha McLoughlin	*Worcester.*
Hattie Stearns Putnam	*Worcester.*
Sarah Elizabeth Rogers	*Worcester.*
Adeline Estelle Sprague	*Worcester.*
Marion Capitola Tucker	*Worcester.*

SEVENTH CLASS, JULY, 1879.

Eugene Bacon	*Framingham.*
Mary Ella Clark	*Paxton.*
Susan Drake	*Spencer.*
Maggie Agnes Flaherty	*Worcester.*
Emma Lorette Giffin	*Templeton.*
Katie Elizabeth Kenney	*Worcester.*
Ellen French Lindsay	*Grafton.*
Henrietta Agnes Murray	*Worcester.*
Anna Harriet Newton	*Paxton.*
Edwin Thomas Painter, B. S.	*Worcester.*
Emma Miller Plimpton	*Northbridge.*
Mary Agnes Rourke	*Worcester.*
Mary Abbie Sanborn	*West Baldwin, Me.*
Abby Brewer Shute	*Auburn.*

EIGHTH CLASS, JULY, 1880.

NAMES.	RESIDENCES.
Sarah Maria Averill	*Plainfield, Conn.*
Cora Anna Baldwin	*Worcester.*
Mary Elizabeth Barnard	*Harvard.*
Mary Mead Bowen	*Mianus, Conn.*
Mary Etta Buxton	*Worcester.*
Sarah Maria Davis	*Webster.*
Daisy Alice Miranda Fairchild	*Worcester.*
Hattie Grant Gates	*Worcester.*
Mary Gertrude Griggs	*Worcester.*
Etta Lorenda Hill	*West Upton.*
Caroline Elizabeth Howe	*Paxton.*
Mary Anne Kane	*North Brookfield.*
Harriet Lightbourn	*Worcester.*
Alice Eliza Meriam	*Worcester.*
Emma Sophronia Peirce	*Leicester.*
Nellie Louisa Pierce	*Chesterfield, N. H.*
Rosa Isabelle Seavey	*Worcester.*
Anna Philena Smith	*Central Village, Conn.*
Maude Mary Smith	*Grafton.*
Marina Harwood Tucker	*North Brookfield.*

NINTH CLASS, JULY, 1881.

N.B. — Graduates whose names are marked with (A) have, besides passing through the regular course of study, served for a half year as apprentices (see p. 13) in the public schools of the city of Worcester,

Selma Petronella Ahlstrom (A)	*Worcester.*
Hattie Bond Andrews (A)	*Worcester.*
Olive Maria Butler	*Worcester.*
Elida Maria Capen (A)	*Charlton.*
Rebecca Harlow Davie	*Worcester.*
Wilton Herbert Desper, B.S.	*Worcester.*
Edward Doolittle Fitch	*Worcester.*
Anna Trask Kelley (A)	*Worcester.*
Mary Emily McCormick (A)	*Worcester.*
Alice Caroline Mason (A)	*Worcester.*
Catherine Theresa Nevins (A)	*Nantucket.*
Georgiana Maria Newton (A)	*Worcester.*
Bertha May Peckham (A)	*Southborough.*
Elizabeth Nettie Robinson	*Templeton.*
Angenette Ethelinda Stone (A)	*Northbridge.*
Jennie Matilda Tainter (A)	*Worcester.*

TENTH CLASS, JANUARY, 1882.

Florence Bicknell (A)	*Rowe.*
Alice Chapin (A)	*Auburn.*
Abbie Mitchell Dorr	*Southborough.*
Mary Blake Dudley (A)	*Worcester.*
Emma Gertrude Goodwin (A)	*Worcester.*
Abbie Calista Hale,	*Hubbardston.*
Lizzie Frances Jones (A)	*Lunenburg.*
Fransess Dolbell Martin,	*Worcester.*
Ida Marion McCambridge (A)	*Worcester.*
Elizabeth Adelaide Potter,	*Worcester.*
Mary Ella Proctor (A)	*Worcester.*
Anna Bush Ranger (A)	*Worcester.*
Sarah Lydia Sawyer,	*Fitchburg.*
Caroline Isabel Stone (A)	*Auburn.*
Mabel Burnside Tew (A)	*Worcester.*
Anna Laura Wells (A)	*Rowe.*
Mary Blanche Wheatly (A)	*Worcester.*

ELEVENTH CLASS, JUNE, 1882.

Harriet Almira Baker,	*Phillipston.*
Addie Maria Blenus,	*Worcester.*
Anna Theresa Cavanough (A)	*Worcester.*
Louis Richards Condry,	*Groton.*
Ann Foskett (A)	*Webster.*
Mary Elizabeth Horgan (A)	*Worcester.*
Mary Eliza Jenks (A)	*Spencer.*
Julia Ardelle Mann (A)	*Blackstone.*
Edwin Scott Mathews, B.S.,	*Worcester.*
Grace Emily Pearl (A)	*Southborough.*
Ada Dora Saunders (A)	*Worcester.*
Jennie Melenda Sprout,	*Worcester.*
Anna Daniels Stowell (A)	*Worcester.*
Mary Florence Stratton (A)	*Millbury.*
Anna Laura Wells (A)	*Rowe.*

SUMMARY OF NUMBERS.

Number in the First Class	10
Number in the Second Class	17
Number in the Third Class	27
Number in the Fourth Class	14
Number in the Fifth Class	10
Number in the Sixth Class	12
Number in the Seventh Class	14
Number in the Eighth Class	20
Number in the Ninth Class	16
Number in the Tenth Class	17
Number in the Eleventh Class	15
Total	172

ANNIVERSARY ADDRESSES

Have been given by the following persons: —

In 1877, by William T. Harris, LL. D., of St. Louis.
In 1878, by Rev. Thomas Hill, D. D., of Portland, Me.
In 1879, by Alexander H. Rice, LL. D., of Boston.
In 1880, by Mrs. Julia Ward Howe, of Boston.
In 1881, by Rev. Francis Tiffany, of West Newton.
In 1882, by Hon. James W. Patterson, LL. D., of Hanover, N. H.

MASSACHUSETTS

STATE NORMAL SCHOOL

AT WORCESTER.

CATALOGUE AND CIRCULAR,

TENTH YEAR, 1884.

BOSTON:
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18 Post Office Square.
1884.

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18 POST OFFICE SQUARE.
1884.

STATE BOARD OF EDUCATION.

ESTABLISHED IN 1837.

Ex officio.

HIS EXCELLENCY GEORGE D. ROBINSON, CHICOPEE.
HIS HONOR OLIVER AMES, EASTON.

By appointment.

REV. ALONZO A. MINER, D.D. . . . . BOSTON.
Term expires May 25, 1885.

THOMAS WENTWORTH HIGGINSON, A. M. . CAMBRIDGE.
Term expires May 25, 1886.

ADMIRAL P. STONE, LL. D. . . . . SPRINGFIELD.
Term expires May 25, 1887.

MISS ABBIE W. MAY . . . . . BOSTON.
Term expires May 25, 1888.

HON. MILTON B. WHITNEY . . . . . WESTFIELD.
Term expires May 25, 1889.

FRANCIS A. WALKER, LL. D. . . . . BOSTON.
Term expires May 25, 1890.

EDWARD C. CARRIGAN, ESQ. . . . . BOSTON.
Term expires May 25, 1891.

HON. ELIJAH B. STODDARD, A. M. . . . WORCESTER.
Term expires May 25, 1892.

SECRETARY.

HON. JOHN W. DICKINSON, A. M. . . . . NEWTON.

ASSISTANT SECRETARY AND TREASURER.

C. B. TILLINGHAST . . . . . BOSTON.

AGENTS.

GEORGE A. WALTON, A. M. . . . . NEWTON.
GEORGE H. MARTIN, A. M. . . . . BRIDGEWATER.
JOHN T. PRINCE . . . . . WALTHAM.

BOARD OF VISITORS.

HON. E. B. STODDARD, A. M. ADMIRAL P. STONE, LL. D.
HON. JOHN W. DICKINSON, A. M.

TEACHERS.

E. HARLOW RUSSELL, Principal.

Miss REBECCA JONES.

CHARLES F. ADAMS.

Miss JULIET PORTER.

HENRY W. BROWN.

Miss HELEN F. MARSH.

Miss ELLEN M. HASKELL.

Mrs. MARION J. SUMNER.

In addition to the work of the regular teachers, instruction has been given, by lectures and otherwise, upon special topics, as follows: —

ANNIVERSARY ADDRESS:

By Mrs. Ednah D. Cheney, of Boston.

TEACHING GEOGRAPHY:

By Mr. Charles F. King, of Boston.

BOOK-KEEPING:

By Mr. William I. Marshall, of Fitchburg.

CHARLES DICKENS:

By Mr. George Makepeace Towle, of Boston.

Short Papers read by Graduates of the School.

A DAY'S EXPERIENCE IN SCHOOL:

By Miss Belle H. Tucker. (First Class.)

LANGUAGE IN GRADE IX.:

By Miss Ida L. Gaskill. (Third Class.)

GYMNASTICS IN GRADE VI., with a Class Exercise:

By Miss Nettie A. Murray. (Seventh Class.)

WORK IN GRADES I. and II.:

By Miss Carrie M. Adams. (Third Class.)

EXPEDIENTS FOUND HELPFUL IN DAILY SCHOOL WORK:

By Miss Lydia W. Ball. (First Class.)

CALENDAR.

ELEVENTH SCHOOL YEAR.

1884.

First term begins . . . . . Thursday, Sept. 11.

RECESS, THANKSGIVING WEEK.

1885.

First term ends . . . . . Thursday, Jan 29.

VACATION, ONE WEEK.

Second term begins . . . . . Thursday, Feb. 5.

RECESS, SECOND WEEK IN MAY.

Second term ends . . . . . Friday, June 26.

VACATION, TEN WEEKS.

SPECIAL NOTICE.

Entrance examinations occur twice a year, — at the beginning of each term, — and at no other time.

Exercises of graduation occur once a year only, — namely, on the last day of the summer term, — and are always open to the public.

STUDENTS.

PURSUING POST-GRADUATE STUDIES.

Martha Dowse Adams	*Worcester.*
Effie Lillian Bennett	*Worcester.*
Addie Maria Blenus	*Worcester.*
Mary Blake Dudley	*Worcester.*
Mary Abby Hayward	*Ashby.*
Harriet Lightbourn	*Worcester.*
Ella Jane Lyford	*Spencer.*
Mabel Piper	*Worcester.*
Minnie Willietta Sherman	*Worcester.*
Marion Capitola Tucker	*North Brookfield.*
Marina Harwood Tucker	*North Brookfield.*

UNDERGRADUATES.

N.B. — Students whose names are marked with (A) have, besides passing through the regular course of study, served for a half-year as apprentices (see p. 12) in the public schools of the city of Worcester.

FIRST CLASS — JANUARY, 1884.

Mary Louise Blenus (A)	*Worcester.*
Daniel Henry Casey	*Worcester.*
Ellen Gertrude Daley (A)	*Worcester.*
Ellen Frances Fallon	*Worcester.*
Adelia Teresa Gauren (A)	*Worcester.*
Eliza Tainter Gilbert (A)	*Worcester.*
Margaret Frances Hagan	*Worcester.*
Eudora Estella Hay,	*Worcester.*
John Edward Lynch	*Worcester.*
Nellie Abbie Robbins (A)	*Rochester, N.Y.*

FIRST CLASS — JUNE, 1884.

Maria Fernald Bosworth (A)	*Worcester.*
Minnie Jennie Condy (A)	*Worcester.*
Maud Loetta Davis (A)	*Worcester.*

Lilla Ingalls	*East Templeton.*
Mary Jessie King	*Middleville, N.Y.*
Etta Rosella Leonard (A)	*Worcester.*
Mary McCann (A)	*Leominster.*
Anna Gertrude Melanefy (A)	*Worcester.*
Annie Ward Newell (A)	*Millbury.*
Helena Bridget O'Keefe (A)	*Worcester.*
Edith Marietta Rolston (A)	*Worcester.*
Mary Lucy Seavey (A)	*Worcester.*
Alice Alberta Tatman (A)	*Quinsigamond.*
Elizabeth Pickering Thompson	*Durham, N.H.*
Katy Adaline Wilder	*Sterling.*

APPRENTICES. (*See page* 12.)

Emma Florence Davis	*Shrewsbury.*
Carrie Elizabeth Dodd	*Paxton.*
Ellen Frances Fallon	*Worcester.*
Anna Gertrude Foley	*Worcester.*
Julia Elizabeth Green	*Worcester.*
Lucy Maria Green	*Worcester.*
Catharine Aloysia Hackett	*Worcester.*
Margaret Frances Hagan	*Worcester.*
Annie Maria Ham	*Worcester.*
Carrie Adaline Hildreth	*Worcester.*
Mary Evangeline King	*Worcester.*
Georgia Hudson Lakin	*Paxton.*
Mary Anne McBride	*Worcester.*
Ellen Gertrude McGillicuddy	*Worcester.*
Mary Agnes Morrissey	*Worcester.*
Delia Isabel Newbury	*Worcester.*
Carrie Louise Paige	*Hardwick.*
Ida May Parsons	*Holden.*
Frances May Prentice	*Westborough.*
Bertha Gertrude Randall	*Millbury.*
Hannah Sheehan	*Whitinsville.*
Annie Gertrude Thompson	*Worcester.*
Ella Maria Wells	*Deerfield.*
Alvena Betsy Williams	*Paxton.*

SECOND CLASS.

Katherine Blanche Adams	*Worcester.*
Mary Louise Burroughs	*Boxborough.*
Ida Florence Buxton	*Worcester.*
Cora Augusta Cooley	*Worcester.*

Amy Holbrook Dana	*West Boylston.*
Cora Belle Drew	*Burlington, Vt.*
Emily Sophia Gaskill	*Mendon.*
Emma Jane Goddard	*Grafton.*
Sarah Wyman Hay	*Worcester.*
Emma Eliza Hayward	*Ashby.*
Helen Jenkins	*Andover.*
Benjamin West Kinney	*Worcester.*
Annie Ceeilia Kirwan	*Worcester.*
Agnes Josephine O'Gorman	*Worcester.*
Mabel Augusta Rich	*Charlton.*
Carrie Melinda Sweetzer	*Worcester.*
Mary Elizabeth Talbot Tandy	*Athol.*
Florence Mabel Waite	*Pittsfield.*

THIRD CLASS.

Aliee Lucina Bainbridge	*Worcester.*
Alice Rosilla Barton	*Upton.*
Clara Harwood Bemis	*Spencer.*
Sarah Ida Bowditch	*Leicester.*
Minerva Angelia Cutting	*Boylston.*
Clara Louisa Ela	*Worcester.*
Grace Rebecca Everett	*Worcester.*
Edith May Harding	*Worcester.*
Thomas Joseph Higgins	*Worcester.*
Ellen Hinsley	*Worcester.*
Elizabeth McFarland	*Sutton.*
Nelly Franeene Monroe	*Rutland.*
Jeannette Morrill	*Benton, N. H.*
Susan Augusta Peirce	*West Boylston.*
Abby Louise Penniman	*West Brookfield.*
Julia Agnes Quinn	*Worcester.*
Eldora Josephine Richard	*Spencer.*
Carrie Alona Thompson	*Worcester.*

FOURTH CLASS.

Cora Jane Ball	*Grafton.*
Addie Taylor Bannister	*North Worcester.*
Harriet Louise Brewster	*Westborough.*
John Francis Buckley	*Worcester.*
Anne Butler	*Darlaston, Eng.*
Elizabeth Butler	*Darlaston, Eng.*
Sadie Kent Chandler	*Worcester.*
Roscoe Lincoln Chandler	*Sterling.*

Hattie Elizabeth Clark	*Paxton.*
Carrie Eliza Crosby	*Worcester.*
Mary Anastasia Daniels	*Worcester.*
Annie Maria Dean	*Worcester.*
Julia Meeker DeCamp	*Worcester.*
Edith Maria Gates	*Worcester.*
Sarah Emma Hemenway	*Barre.*
Marion Holbrook	*Worcester.*
Florence Holman	*West Millbury.*
Mary Lizzy Lynde	*Gardner.*
Fanny Richards Brewer Macomber	*Worcester.*
Carrie Lauretta Maynard	*Worcester.*
Emma Martha McCormick	*Spencer.*
Hattie Louise Partridge	*Worcester.*
Fannie Stella Putnam	*Worcester.*
Cora Deborah Elizabeth Robinson	*Worcester.*
*Katy Agnes Ruddy	*Worcester.*
Hattie May Ruggles	*Worcester.*
Mary Maude Sherman	*Worcester.*
Ida Stella Starrett	*Athol.*
Charlotte May Taylor	*Bolton.*
Annie Elizabeth Tucker	*Westborough.*
Florence Sherman Waite	*Worcester.*
Lizzie Helen Wallis	*North Oxford.*
Ella Maria Whitney	*Upton.*
Carrie Howard Wilmarth	*Worcester.*

SPECIAL STUDENT.

John Francis O'Connor, A. B.	*Worcester.*

SUMMARY OF NUMBERS.

Graduates	11
First Class (January, 1884)	10
First Class (June, 1884)	15
Apprentices	24
Second Class	18
Third Class	18
Fourth Class	34
Special Student	1
	131
Deduct for names printed twice	2
Total members for the year,	129

* Deceased.

Circular of Information.

HISTORICAL.

The following extract from the Thirty-seventh Annual Report (1872-73) of the Board of Education gives in outline a history of the establishment of this school: —

"By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the City of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors a tract of land of not more than five acres, to be located by the Governor and Council, within certain limits fixed in the Resolve. An appropriation of sixty thousand dollars was made upon condition that the city of Worcester should pay the Board of Education for the purposes named in the Resolve the sum of fifteen thousand dollars. This condition was promptly complied with. The tract was located by the Governor and Council Sept. 2, 1871; and on the nineteenth day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

"The tract of land located is upon Hospital Hill in Hospital Grove (formerly so called), within a short distance from the new Union Depot now in process of erection,—a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished."

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The eminence upon which it stands commands a view of city, village, and country, for many miles around.

The exercises of dedication took place on Friday Sept. 11, 1874; and on the following Tuesday (Sept. 15) the school was opened to pupils.

DESIGN OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal Schools, as follows: —

"The design of the Normal School is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

"To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and, third, of right mental training.

"The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

"STUDIES.

"TWO-YEARS' COURSE.

"Arithmetic, Algebra, Geometry, Book-keeping.

"Physics, Astronomy, Chemistry.

"Physiology, Botany, Zoölogy, Mineralogy, Geology, Geography.

"Language, Reading, Orthography, Etymology, Grammar, Rhetoric, Literature, Composition.

"Penmanship, Drawing, Vocal Music, Gymnastics.

"Psychology, Science of Education and Art of Teaching, School Organization, History of Education.

"Civil Polity of Massachusetts and of the United States, History, School Laws of Massachusetts.

"FOUR-YEARS' COURSE.

"In addition to the studies named above, the Four-Years' Course includes Advanced Algebra and Geometry, Trigonometry, and Surveying.

"Advanced Chemistry, Physics, and Botany.

"Drawing, English Literature, General History.

"Latin and French required; German and Greek as the Principal and Visitors of the school shall decide.

"The Visitors, at the request of the Principal of the Worcester School, may have authority to substitute German for French, as they think the interests of the school from time to time demand.

"The above is an enumeration of the studies. The order of the studies in the course is determined by the Principal of each school, with the approval of the Visitors of that school."

APPRENTICESHIP.

In addition to the work of the study and the class-room, systematic observation of schools and actual practice in teaching, under the joint supervision of the city superintendent of schools and the faculty of the Normal School, constitute an important element in our course of training.

The general character of what is known in this school as the "apprenticeship" is this: The student, after three terms, or a year and a half in the Normal School, is allowed to go into one of the public schools of the city of Worcester to serve as assistant to the teacher of that school; to take part in the instruction, management and general work of teaching, under the direction of the teacher; and even to act as substitute for the teacher for an hour, a half-day, or a day, at the discretion of the latter and with the approval of the superintendent. One student only at a time is assigned to any one teacher; but each student serves in at least three grades of schools in the course of his term of service, the duration of which is six months, or half a school year. After finishing his apprenticeship, the student resumes his course at the Normal School, spending another half year there before receiving his diploma.

During the period of apprenticeship, four days of each week are devoted exclusively to it by those employed in the work. One day of the week (Wednesday) is spent by them in the Normal School, where they are employed, not in the ordinary study and work of the institution, but in the following manner: —

They hold such consultation with the teachers of the school, and make such use of books, as may be most helpful to them in their immediate work as apprentices.

They make informal statements to the school of such facts of their experience as may be of advantage to the other students to hear, — concerning ways of teaching, cases of discipline, and the like, — keeping in mind always the private character of the daily

life of the school-room, and under special warning against revelations that might seem objectionable.

Each apprentice keeps a diary of the occupation and experience of every day's service, and this record is inspected by the faculty of the Normal School. He also makes out a report at the end of his term, in which he gives his own estimate of his success in his work.

The following copy of a diary kept by one of the apprentices gives an account of a week's experience: —

MONDAY, May 16, 1881. — Corrected a set of spelling papers, on which were written Rules 1, 2, 3, 4, 5, and 6; another set with Rules 5 and 6, and a third with Rule 7; and ten words ending in silent *e*, with their derivatives.

Heard geography lessons as fast as the scholars were prepared to recite.

Miss —— sent to the Public Library for a basket of books which she had selected. Sometimes, when scholars have learned their lessons, the teacher tells them to go to the bookcase, and take these books to read; and those who are not behindhand in their lessons can have one charged, and take it home.

Had a little time during the drawing-lesson to read "Harper's Magazine," which the teacher brought to me, so that I might see the pictures of the humming-birds that were in it.

TUESDAY, May 17, 1881. — Examined the spelling-papers, — Rule 8, with the words under it, and exceptions.

Heard geography lessons nearly all day. Those scholars who are behind the class are obliged to consider all the lessons that have been recited by the class, as review to them, and to be able to give the substance without being questioned.

Mr. —— gave the singing-lesson to Grades — and — together. They sang three or four songs by note and by word, and changed the key of C into its corresponding minor key.

Heard geography all the afternoon. The teacher says that this will be a good lesson for the pupils,— having each one say the whole lesson, and giving none a chance to shirk, and be satisfied if some one recite, not caring how many failures they make themselves. There are two or three scholars who cannot learn it, so I prompt them considerably.

WEDNESDAY, May 18, 1881. — Went up to the Normal School. Mr. —— talked to us about some of the best ways of performing examples in interest and profit and loss.

Looked up several things that I wanted to know,— among Emerson's poems, "The Rhodora" and "The Sphinx;" Longfellow's "Tides;" in Edward Samuels's "Birds of New England," the habits of the barn-

swallow and the chimney-swallow; in "The Young Folks' Encyclopædia," the account of the juniper-tree.

Read in "The New England Journal of Education." The most interesting articles were those about the "Crowfoot Family," and "A Walk beside a Stone Wall: A study of the Rocks."

THURSDAY, May 19, 1881. — Corrected arithmetic papers.

The pupils have begun to review, and so the teacher gave them eight examples, bringing in the four fundamental principles: two numbers of four figures each, to find their sum, their difference, to multiply the two results together, and divide the product by a certain number. Looked the work of each pupil all through, because they are so liable to blunder.

Heard geography lessons.

One of the boys brought a bouquet of blue and white violets, columbine, and polygala.

None of the scholars knew the name of the little pink flower; so the teacher told them. They were familiar with the others.

A flower was brought to-day to illustrate the poem the pupils are learning, — "Jack in the Pulpit." All examined it, or said they did: the boys were most curious.

In the geometrical drawing lesson, the scholars were puzzled when drawing angles at the right-hand end of a line, especially below the line.

FRIDAY, May 20, 1881. — Finished correcting the arithmetic papers.

Copied all the names of the pupils on a sheet of paper, and against each name placed the numbers of the examples which that scholar performed correctly. Each pupil is to perform again those examples on which he failed. This returning of papers continues until every scholar has succeeded in getting all the examples right.

Heard geography lessons.

The reading-lesson was from Higginson's "History of the United States." The pupils have read aloud as far as the American Revolution.

Miss —— brought to school the eggs and little shells of a winkle with a copy of "The Scientific American," having a picture and a description of the fish in it, and called the attention of scholars to them.

The apprenticeship is designed to give the student practical acquaintance with the work of teaching, and train ng in that work. It is founded in the conviction that, whether education be a science or not, teaching in the public schools of Massachusetts is an art,— an art to the successful practice of which there is need of some initiation under the guidance of experience and skill; an initiation akin to that which an apprentice passes through in learning his trade.

A secondary purpose is to furnish the faculty of the Normal School with more full and satisfactory data for their estimate of the teaching ability of students. How the recruits will behave under fire cannot be determined by drill in the manual, or by dress-parade. The apprenticeship goes far toward answering the important question. The apprentice is visited by the faculty of the Normal School while engaged in his work, and is carefully observed and assisted by suggestions. The teacher of each school in which he has served makes out a report in the following form: —

[STATE NORMAL SCHOOL AT WORCESTER.]

REPORT of the Apprentice-Work of .....

Grade .... Street School.

Time from ..... to ..... .

Scale, 10 — Use no fractions.

No. of Absences.	No. of Tardinesses.	Power of Control.	Power of Interesting.	Skill in Questioning.	Skill in Explaining and Illustrating.	Enthusiasm.	Bearing.

1. What traits of excellence (if any) have been shown in teaching or management?
2. What weakness or deficiency?

[Signature] .....

The additional six months of preparation required by the system under consideration secure to the student greater maturity of body and mind. The need of such maturity is apparent in the case of the majority of those who enter upon the work of teaching.

That the object of the apprenticeship is attainable by the plan adopted, is not merely probable, but is already matter of experience. The method, although believed to be new in this country, is not in itself a thing new or untried.

The German system of public education requires of the candidate for the office of teacher a season of service under direction, of probation under supervision, the essential elements of which are embodied in this apprenticeship. Something like it also prevails extensively in England.

Moreover, the method is simply the extension of one that was for five years in successful operation in this school The students are found to derive from their experience a fresh interest in their chosen work. They realize the practical bearings of the principles and methods they have studied; they acquire the "courage of having done the thing before;" they test their remedies for the school diseases of inattention, disobedience, and the like, by trial on actual patients; they acquire skill that is of vast moment to them at the critical period when they take charge, as teachers, of their first school.

It is no small evidence of good results that the school board of the city of Worcester heartily approve the system on the ground of the benefit accruing indirectly to the city schools, through the greater fitness of the apprentices to become teachers.

As the student of the Normal School who passes successfully through the period of apprenticeship receives a certificate of the fact in connection with his diploma at graduation, the extra time required for the experience must in almost every case be more than made good by the greater probability of securing a position, and the greater likelihood of success at the outset of the teacher's career.

There are, however, individuals in the school for whom it is impossible or impracticable to undertake this special preparation. The apprenticeship is not enforced upon any student; it is simply recommended. Individuals who do not enter upon it enjoy all the advantages of the school with this single exception.

CONDITIONS OF ADMISSION.

The required age is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character, must have good health, must promise a faithful observance of school regulations, and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation. The course need not be

pursued *continuously* to the end ; students may, and often do, obtain leave of absence, to teach, and resume their work afterwards.

To such as intend to teach in the public schools of Massachusetts, whether residents of this State or not, tuition is free ; those intending to teach in other States, or in private schools, are required to pay in advance fifteen dollars a term (thirty dollars a year) for tuition. A fee of two dollars a term in advance is required of each pupil to meet incidental expenses.

Pupils who withdraw from the school without permission of the principal must pay at the rate of fifteen dollars a term for the tuition they have received.

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches : viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

Students are not admitted to advanced classes, and must not expect to complete the elementary course in less than two years.

College and normal-school graduates only are received as special students.

The scope and character of the examinations are indicated by the "Questions" printed in the Appendix.

The regular examination begins on the first day of each term ; and applicants must be present at that time, unless detained by sickness or other imperative and unforeseen necessity.

The examination continues through two days ; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

Candidates for admission may present themselves for examination six months, or even a year, before they expect to join the school, and are advised to do so, if convenient, for the sake of becoming better acquainted with the nature of the requirements.

GOVERNMENT AND DISCIPLINE.

Pupils are confronted with no code of rules. The school is governed through the suggestions, counsels and persuasions of the teachers. The importance of morals is emphasized by interrupting and postponing the regular exercises whenever moral

exhortation or warning is needed. Nothing short of regular attendance, good behavior, and full allegiance to the school in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.

HEALTH.

Pupils are instructed in the care of their health, and are assisted to put such instruction into practice.

They are carefully watched and are advised individually according to their needs.

In the study of physiology much effort is made to give to the instruction and investigations a practical turn, to deal with living questions of hygiene as they arise in every-day life, especially such as have a personal interest and importance to the pupils.

Ample and frequent recesses are not only allowed, but insisted on. No pupil is ever occupied with study or recitation more than forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, in free social enjoyment. The intermission allowed for this repast is one hour long, and study is not allowed to infringe upon a moment of it.

Care is taken that, along with admonitions against hurry, time enough be given in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school-work. Those who find themselves ill, or too much fatigued for duty, are advised to take immediate rest; and a quiet room, one of the lightest and pleasantest in the building, is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading-matter; and here any student may find, at the moment of need, quiet and rest. It should be added, that no instance of abuse of this privilege has come to our knowledge; while its value as a sanitary appliance has been fully proved.

INCIDENTAL ADVANTAGES.

The city of Worcester is rich in means of culture; and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well-arranged museum of the Worcester Natural History Society is open for inspection, and specimens in all departments can be borrowed by teachers and students and taken to the school for purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American History.

The Free Public Library is much used by students of the Normal School. This consists of a large and well-endowed reference library, and of a circulating department which is generously supported. Connected with it are reading-rooms supplied with upwards of one hundred and seventy-five papers and periodicals. The use of this institution is free in all its departments; and students are encouraged to avail themselves of its facilities, and politely assisted in pursuing investigations.

RAILROAD FARES.

All the lines of railroad centering in Worcester issue season tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

Students are advised, however, to board in the city, if possible. Not much is saved pecuniarily by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at serious disadvantage.

ACCOMMODATIONS AND EXPENSES.

There is no boarding-house connected with the school; but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. The principal willingly assists all who apply.

The average cost of board (generally including room, fuel, light, and washing) to those now in attendance who are away from home has been ascertained to be about four dollars per week.

The necessary incidental or miscellaneous expenses have averaged about four dollars and a half for each pupil for the term.

These averages imply strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

STATE AID.

The Commonwealth has regularly appropriated several hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

INVITATION.

The parents and friends of the pupils, and all others who are interested in schools, are cordially invited to visit this institution, and to observe for themselves its daily working.

The school committees of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school, — especially designed, as it is, to aid them in their work of improving our public instruction, — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

There is no session of the school on Monday. On other days the hours are from a quarter-past nine o'clock to quarter to four, with an intermission of an hour a little after noon. This arrangement has been found the most convenient for ninety-six per cent. of the pupils.

ACKNOWLEDGMENTS.

The gift of many fresh specimens of tropical vegetation from the West Indies, by Capt. V. P. Parkhurst, of East Templeton.

The gift of piñon nuts from Nevada, by Mr. Wm. I. Marshall, of Fitchburg.

The gift of a copy of the new Catalogue of the Free Public Library of Worcester, by the Librarian, Mr. Samuel S. Green.

The loan of a valuable Herbarium, by Mr. Edward S. Jones, of Worcester.

COMMUNICATIONS

May be addressed to the principal, or to Hon. E. B. Stoddard, chairman of the Board of Visitors, Worcester.

APPENDIX.

Part of the Questions used at the Entrance Examination, February, 1884.

These questions are printed merely to indicate in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School committees, teachers, and others may receive copies of the examination questions regularly by applying to the Principal.

GEOGRAPHY.

1–6. Write as many geographical facts as you can in half an hour on the outline map of Europe furnished you: Names of countries, mountains, rivers, seas, straits, cities, productions, minerals, manufactures.

7. Choose two. What countries export —
   - (A) wheat; rice; sugar?
   - (B) tea; coffee; opium?
   - (C) rubber; silk; wool?

8. Choose two.
   - (A) Give the capitals of the New England States.
   - (B) Describe the Hudson River.
   - (C) Draw an outline map of Massachusetts.

9. Choose two.
   - (A) What are trade winds?
   - (B) What are isothermal lines?
   - (C) What would be the width of the north temperate zone if the axis of the earth inclined 25 degrees to the plane of its orbit?

ARITHMETIC.

(A) How long since you studied Arithmetic?

(B) What text-books have you used?

NOTE. — As the examiners wish to see every step in the solutions, all the figuring must be handed in.

All decimals are to be carried three places, and no more.

1. (A) Draw a square centimeter.

(B) How many shillings in a guinea?

(C) What is the difference in clock-time between Boston and Chicago?

(D) How many cubic inches in a gallon?

(E) What is the thickness of a board foot?

2. A gill of water is put into a quart measure, and the measure filled with milk. What part of the mixture is water?

3. State how you find the L. C. M. of several numbers.

4. *Solve by proportion:*

How many hours a day must 5 men work to mow the same quantity of grass in 8 days that 7 men can mow in 6 days working 10 hours a day?

5 What is a draft? What is a bond?

6 Bought a lot of apples and sold them for 20 per cent. more than they cost, and gained $24.80. What did they cost, and for how much were they sold?

7. $3.6 : .012 + \left(\frac{12\frac{1}{2}}{3\frac{1}{8}} \div \frac{6\frac{1}{4}}{3\frac{1}{8}}\right) - \frac{45\frac{5}{9}}{3\frac{1}{27}} = ?$

8. Extract the square root of 531.

9. *Explain the following:*

8 men hire a coach; by taking in 4 more persons the expense of each is diminished $0.75; what do they pay for the coach?

UNITED STATES HISTORY.

1. Which were the leading colonies among the original thirteen?

2. In what part of the country were the Indians most troublesome?

3. What productions of the country were exported soon after settlements were made?

4. In what parts of the country did fighting take place during the Revolution?

5. Name two statesmen who were prominent before the Revolution?

6. Name some of the generals in the Revolution.

7. Give a sketch of the life of Winfield Scott.

8. What are some of the events that led to the war for the Union?

9. In what years did the war for the Union begin and end?

10. Name five men who were prominent, on either side, during the period of the Rebellion.

GRAMMAR.

"They two
Were brother shepherds on their native hills.
They were the last of all their race: and now,
When Leonard had approached his home, his heart
Failed in him; and, not venturing to inquire
Tidings of one so long and dearly loved,
He to the solitary churchyard turned;
That, as he knew in what particular spot
His family were laid, he there might learn
If still his brother lived, or to the file
Another grave was added."

1. Name all the subjects in the extract.
2. What is the predicate of a sentence?
3. Parse *brother shepherds.*
4. Parse *that.*
5. Analyze briefly the second sentence.
6. Write the principal parts of all the verbs in the extract.
7. Parse *venturing.*
8. Parse *to inquire.*
9. Tell the mode of each verb.

SPELLING.

grieving	clarify	indelible
ankle	palatial	Aaron
business	tying	mucilage
millionaire	professor	auxiliary
Swede	ostrich	schemer
Queen Anne	melancholy	miscellany
damaging	rhythm	beneficial
agony	familiar	despise

GRADUATES.

NOTE.—All the graduates have been examined and approved as teachers for the schools of Worcester by the examining committee of the School Board of the city.

FIRST CLASS, JULY, 1876.

NAMES.	RESIDENCES.
Lydia Walker Ball	*Upton.*
Harriette Crook	*Valley Falls,*
Ella Eudora Goddard	*Worcester.*
Ella Jane Lyford	*Spencer.*
Joseph Chauncey Lyford	*Spencer.*
Marianna Newton	*Worcester.*
Alice Vara Proctor	*Spencer.*
Hannah Arabella Tucker	*North Brookfield.*
Celia Eliza Whiteman	*Le Roy, N. Y.*
Fanny Alberta Williams	*Worcester.*

SECOND CLASS, JANUARY, 1877.

Frances Maria Athy	*Worcester.*
Effie Lillian Bennett	*Worcester.*
Sarah Ann Boyd	*Cherry Valley.*
Florence Emily Brown	*East Douglas.*
Harriet Abigail Brown	*East Douglas.*
Mary Ellen Cecilia Carroll	*Worcester.*
Jennie Luliona Dearborn	*Worcester.*
Clara Amelia Grout	*Worcester.*
Milly Jane Hall,	*Upton.*
Gertrude Hawkins	*Fitchburg.*
Augusta Seaver Houghton	*Wilkinsonville.*
Annie Devereaux Johnson	*Worcester.*
Helena Adelaide Marie Kalaher	*Worcester.*
Gertrude Mitchell King	*Nantucket.*
Margaret Jane McCann	*Worcester.*
Mary Elizabeth Murphy	*Worcester.*
Jeannette Maria Putnam	*Northbridge.*

THIRD CLASS, JULY, 1877.

NAMES.	RESIDENCES.
Carrie Maria Adams	*Worcester.*
Emma Abbie Bigelow	*Holden.*
Ida Frances Boyden	*Oakham.*
Jennie Ellis Chandler	*Duxbury.*
Bessie Alice Chase	*Worcester.*
Josepha Percy Chase	*Worcester.*
Katie Agnes Coughlin	*Worcester.*
Mabel Crane	*Blackstone.*
Mary Rebecca Doherty	*Worcester.*
Eliza Ann Fairbanks	*Westborough.*
Ellen Montgomery Fitts	*Worcester.*
Mary Elizabeth Fitzgerald	*Worcester.*
Ida Louise Gaskill	*Blackstone.*
Ella Eudora Hall	*Worcester.*
Mary Field Harrington	*Worcester.*
Anna Beatrice Hopkins	*Worcester.*
Olive Rice Jenks	*Spencer.*
Lucia Naomi Jennison	*East Templeton.*
Mary Anne Kean	*Worcester.*
Anna Maria Murray	*Worcester.*
Katie Ann McCarthy	*Worcester.*
Minnie Willietta Sherman	*Worcester.*
Anna Maud Smith	*Worcester.*
Hattie Urania Thwing	*Worcester.*
Annie Teresa Timon	*Worcester.*
Isabella Livingston Tullis	*Worcester.*
Jennie Abbie Whitney	*Worcester.*

FOURTH CLASS, JANUARY, 1878.

Lizzie Joanna Andrews	*Worcester.*
Addie Jane Booth	*Worcester.*
Ella Agnes Casey	*Worcester.*
Lizzie Edwina Chapin	*Worcester.*
Jennie Cora Clough	*Worcester.*
Edna Currier	*Worcester.*
Anna Crosby Cutting	*Templeton.*
Katie Anna Follon	*Woreester.*
Addie Eliza Kendall	*Worcester.*
Armina Lillian Paul	*Worcester.*
Lilla Maria Rice	*Grafton.*
Fanny Louise Smythe	*Worcester.*
Marietta Sykes	*Blackstone.*
Mary Alice Winter	*Northbridge.*

FIFTH CLASS, JULY, 1878.

NAMES.	RESIDENCES.
Nettie Eliza Adams	*Fitchburg.*
Elizabeth Estelle Bent	*South Gardner.*
Emma Frances Brown	*Worcester.*
Isabella Newton Eddy	*Leicester.*
Mary Abby Hayward,	*Ashby.*
Mary Elizabeth Houghton	*Worcester.*
Isabel Pemberton Morey	*West Brookfield.*
Harriet Betsy Sargent	*South Gardner.*
Carrie Angelicia Smith	*Worcester.*
Nellie Blake Webber	*Worcester.*

SIXTH CLASS, JANUARY, 1879.

Jennie Irene Adams	*Fitchburg.*
Hattie Woodward Arnold	*Westborough.*
Emma Buckley	*Worcester.*
Mary Rosalie Goddard	*Worcester.*
Mary Emma Hastings	*Westborough.*
Jennie Leonora Higgins	*Worcester.*
Effie Francis Kinne	*Plainfield, Conn.*
Katie Agatha McLoughlin	*Worcester.*
Hattie Stearns Putnam	*Worcester.*
Sarah Elizabeth Rogers	*Worcester.*
Adeline Estelle Sprague	*Worcester.*
Marion Capitola Tucker	*North Brookfield.*

SEVENTH CLASS, JULY, 1879.

Eugene Bacon	*Framingham.*
Mary Ella Clark	*Paxton.*
Susan Drake	*Spencer.*
Maggie Agnes Flaherty	*Worcester.*
Emma Lorette Giffin	*Templeton.*
Katie Elizabeth Kenney	*Worcester.*
Ellen French Lindsay	*Grafton.*
Henrietta Agnes Murray	*Worcester.*
Anna Harriet Newton	*Paxton.*
Edwin Thomas Painter, B. S.	*Worcester.*
Emma Miller Plimpton	*Northbridge.*
Mary Agnes Rourke	*Worcester.*
Mary Abbie Sanborn	*West Baldwin, Me.*
Abby Brewer Shute	*Auburn.*

EIGHTH CLASS, JULY, 1880.

NAMES.	RESIDENCES.
Sarah Maria Averill	*Plainfield, Conn.*
Cora Anna Baldwin	*Worcester.*
Mary Elizabeth Barnard	*Harvard.*
Mary Mead Bowen	*Mianus, Conn.*
Mary Etta Buxton	*Worcester.*
Sarah Maria Davis	*Webster.*
Daisy Alice Miranda Fairchild	*Worcester.*
Hattie Grant Gates	*Worcester.*
Mary Gertrude Griggs	*Worcester.*
Etta Lorenda Hill	*West Upton.*
Caroline Elizabeth Howe	*Paxton.*
Mary Anne Kane	*North Brookfield.*
Harriet Lightbourn	*Worcester.*
Alice Eliza Meriam	*Worcester.*
Emma Sophronia Peirce	*Leicester.*
Nellie Louisa Pierce	*Chesterfield, N. H.*
Rosa Isabelle Scavey	*Worcester.*
Anna Philena Smith	*Cent'l Village, Conn.*
Maude Mary Smith	*Grafton.*
Marina Harwood Tucker	*North Brookfield.*

NINTH CLASS, JULY, 1881.

N.B. — Graduates whose names are marked with (A) have, besides passing through the regular course of study, served for a half year as apprentices (see p. 12) in the public schools of the city of Worcester.

Selma Petronella Ahlstrom (A)	*Worcester.*
Hattie Bond Andrews (A)	*Worcester.*
Olive Maria Butler	*Worcester.*
Elida Maria Capen (A)	*Charlton.*
Rebecca Harlow Davie	*Worcester.*
Wilton Herbert Desper, B.S.	*Worcester.*
Edward Doolittle Fitch	*Worcester.*
Anna Trask Kelley (A)	*Worcester.*
Mary Emily McCormick (A)	*Worcester.*
Alice Caroline Mason (A)	*Worcester.*
Catherine Theresa Nevins (A)	*Nantucket.*
Georgiana Maria Newton (A)	*Worcester.*
Bertha May Peckham (A)	*Southborough.*
Elizabeth Nettie Robinson	*Templeton.*
Angenette Ethelinda Stone (A)	*Northbridge.*
Jennie Matilda Tainter (A)	*Worcester.*

TENTH CLASS, JANUARY, 1882.

NAMES.	RESIDENCES.
Florence Bicknell (A)	*Rowe.*
Alice Chapin (A)	*Auburn.*
Abbie Mitchell Dorr	*Southborough.*
Mary Blake Dudley (A)	*Worcester.*
Emma Gertrude Goodwin (A),	*Worcester.*
Abbie Calista Hale	*Hubbardston.*
Lizzie Frances Jones (A)	*Lunenburg.*
Fransess Dolbell Martin	*Worcester.*
Ida Marion McCambridge (A)	*Worcester.*
Elizabeth Adelaide Potter	*Worcester.*
Mary Ella Proctor (A)	*Worcester.*
Anna Bush Ranger (A)	*Worcester.*
Sarah Lydia Sawyer	*Fitchburg.*
Caroline Isabel Stone (A)	*Auburn.*
Mabel Burnside Tew (A)	*Worcester.*
Anna Laura Wells (A)	*Rowe.*
Mary Blanche Wheatly (A)	*Worcester.*

ELEVENTH CLASS, JUNE, 1882.

Harriet Almira Baker	*Phillipston.*
Addie Maria Blenus	*Worcester.*
Anna Theresa Cavanough (A)	*Worcester.*
Louis Richards Condry	*Groton.*
Ann Foskett (A)	*Webster.*
Mary Elizabeth Horgan (A)	*Worcester.*
Mary Eliza Jenks (A)	*Spencer.*
Julia Ardelle Mann (A)	*Blackstone.*
Edwin Scott Mathews, B.S.	*Worcester.*
Grace Emily Pearl (A)	*Southborough.*
Ada Dora Saunders (A)	*Worcester.*
Jennie Melenda Sprout	*Worcester.*
Anna Daniels Stowell (A)	*Worcester.*
Mary Florence Stratton (A)	*Millbury.*

TWELFTH CLASS, JANUARY, 1883.

Martha Dowse Adams (A)	*Worcester.*
Harriet Annie Colton	*Oxford.*
Mary Ellen Convery (A)	*Worcester.*
Hannah Mary Kickham (A)	*Worcester.*
Mary Catherina Morrissey (A)	*Worcester.*
Mabel Piper (A)	*Worcester.*

NAMES.	RESIDENCES.
Anna Theresa Smith (A)	*Worcester.*
Mary Celia Smith (A)	*Worcester.*
Etta Melissa Thayer (A)	*Worcester.*
Etta Theresa Whalen (A)	*Worcester.*

THIRTEENTH CLASS, JUNE, 1883.

Ada Bartlett Braman	*Worcester.*
Minnie Anna Burgess Chase	*Worcester.*
Louise Frances Clark (A)	*Paxton.*
Mary Louise Gafney (A)	*Worcester.*
Alphonsine Talon L'Esperance (A)	*Worcester.*
Mary Frye Lewis	*Willimantic, Ct.*
Mary Agnes McGillicuddy	*Worcester.*
Mary Alice Marshall	*Still River.*
Jessie Moore Nichols	*Auburn.*
Jennie Mitchell Perrin	*Westborough.*
Alice Valentine Phelps	*Worcester.*
Estella Virginia Rolston (A)	*Worcester.*
Jeannie Elizabeth Sanderson (A)	*Worcester.*
Mary Gertrude Smith (A)	*Quinsigamond.*
Agnes Rose Stewart (A)	*Worcester.*
Abbie Josephine Taft (A)	*Worcester.*
Lizzie Minnie Urban	*South Westminster.*
Octavia Howard Vaughan (A)	*Worcester.*
Hattie Louisa White	*Boylston Centre.*
Margaret Osgood Whitney	*Worcester.*
Grace Carpenter Williams (A)	*Gardiner, Me.*

SUMMARY OF NUMBERS.

Number in the First Class	10
Number in the Second Class	17
Number in the Third Class	27
Number in the Fourth Class	14
Number in the Fifth Class	10
Number in the Sixth Class	12
Number in the Seventh Class	14
Number in the Eighth Class	20
Number in the Ninth Class	16
Number in the Tenth Class	17
Number in the Eleventh Class	14
Number in the Twelfth Class	10
Number in the Thirteenth Class	21
Total,	202

DIED.

In Worcester, Wednesday, March 26, 1884, of pneumonia, Miss Emma Sophronia Peirce of the Eighth Class, aged 24 years.

ANNIVERSARY ADDRESSES

Have been given by the following persons: —

In 1877, by William T. Harris, LL.D., of St. Louis.
In 1878, by Rev. Thomas Hill, D.D., of Portland, Me.
In 1879, by Alexander H. Rice, LL.D., of Boston.
In 1880, by Mrs. Julia Ward Howe, of Boston.
In 1881, by Rev. Francis Tiffany, of West Newton.
In 1882, by Hon. James W. Patterson, LL.D., of Hanover, N. H.
In 1883, by Mrs. Ednah D. Cheney, of Boston.

MASSACHUSETTS

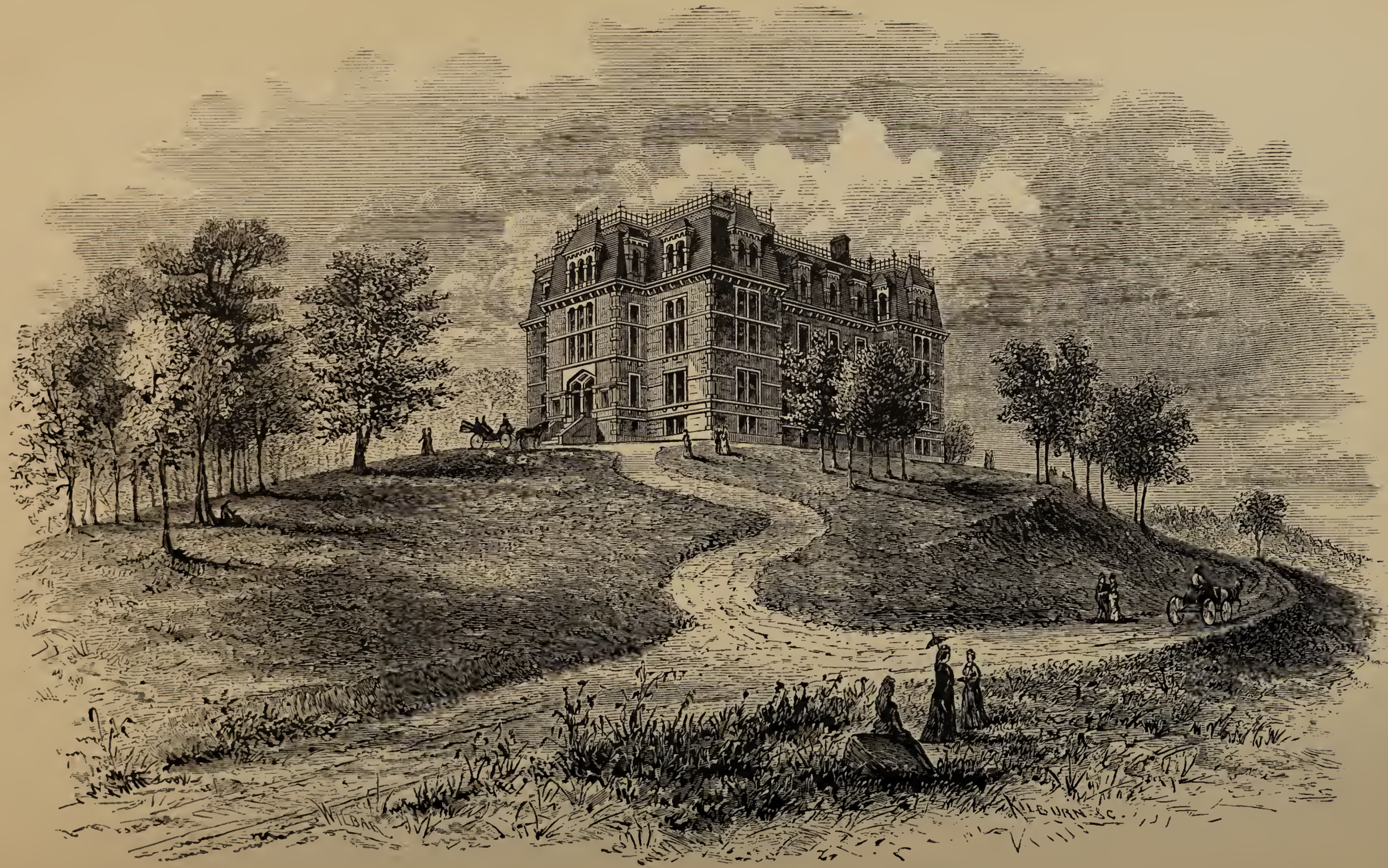
STATE NORMAL SCHOOL

AT WORCESTER.

CATALOGUE AND CIRCULAR,

ELEVENTH YEAR, 1885.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1885.



MASSACHUSETTS

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BOSTON:
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18 POST OFFICE SQUARE.
1885.

STATE BOARD OF EDUCATION.

ESTABLISHED IN 1837.

Ex officio.

HIS EXCELLENCY GEORGE D. ROBINSON, CHICOPEE.
HIS HONOR OLIVER AMES, EASTON.

By appointment.

HORACE E SCUDDER, ESQ. . . . . CAMBRIDGE
Term expires May 25, 1886.

ADMIRAL P. STONE, LL. D . . . . . SPRINGFIELD.
Term expires May 25, 1887.

MISS ABBY W. MAY . . . . . BOSTON.
Term expires May 25, 1888.

HON. MILTON B. WHITNEY . . . . WESTFIELD
Term expires May 25, 1889.

FRANCIS A WALKER, LL. D. . . . . BOSTON.
Term expires May 25, 1890.

EDWARD C. CARRIGAN, ESQ. . . . . BOSTON.
Term expires May 25, 1891.

HON. ELIJAH B. STODDARD, A. M. . . . WORCESTER.
Term expires May 25, 1892.

REV. ALONZO A. MINER, D. D. . . . . BOSTON.
Term expires May 25, 1893.

SECRETARY.

HON. JOHN W. DICKINSON, A. M. . . . NEWTON.

ASSISTANT SECRETARY AND TREASURER.

C. B. TILLINGHAST . . . . . BOSTON.

AGENTS.

GEORGE A. WALTON, A. M. . . . . NEWTON.
GEORGE H. MARTIN, A. M. . . . . BRIDGEWATER
JOHN T. PRINCE . . . . . WALTHAM.

BOARD OF VISITORS.

HON. E. B. STODDARD, A. M. ADMIRAL P. STONE, LL. D.
HON. JOHN W. DICKINSON, A. M.

TEACHERS.

E. HARLOW RUSSELL, Principal.

Miss REBECCA JONES.

CHARLES F. ADAMS.

Miss JULIET PORTER.

HENRY W. BROWN.

Miss HELEN F. MARSH.

JAMES S. WHITMAN.

Mrs. MARION J. SUMNER.

In addition to the work of the regular teachers, instruction has been given, by lectures and otherwise, upon special topics, as follows: —

ANNIVERSARY ADDRESS,—"THE NEW EDUCATION AS A NEW PROFESSION":

By Professor G. Stanley Hall, Ph. D., of Johns Hopkins University.

"TROPICAL VEGETATION":

By Capt. V. P. Parkhurst, of East Templeton.

"THE SCHOOLS OF GERMANY":

By Homer T. Fuller, Ph. D., President Free Institute, Worcester.

"DRAWING IN THE PUBLIC SCHOOLS":

By Professor Chas. M. Carter, State Normal Art School, Boston.

"A FEW GREAT PICTURES":

By Professor Wm. T. Harris, LL. D., of Concord.

"VICTOR HUGO":

By George Makepeace Towle, Esq., of Boston.

"TEACHING PENMANSHIP":

By George H. Shattuck, Esq., of New York.

"OUR ARYAN ANCESTORS":

By Mr. George H. Martin, of Bridgewater.

Short Papers read by Graduates of the School.

NUMBER:

By Miss Elida M. Capen (Ninth Class).

MANAGEMENT IN PRIMARY SCHOOLS:

By Miss Emma G. Goodwin (Tenth Class).

ABRAM EVERETT . . . . . Janitor.

CALENDAR.

TWELFTH SCHOOL YEAR.

1885.

First term begins . . . . . Thursday, Sept. 10.

RECESS, THANKSGIVING WEEK.

1886.

First term ends . . . . . Thursday, Jan. 28.

VACATION, ONE WEEK.

Second term begins . . . . . Thursday, Feb. 4.

RECESS, THE WEEK FOLLOWING THE FIRST SATURDAY IN MAY.

Second term ends . . . . . Friday, June 25.

VACATION, ELEVEN WEEKS.

SPECIAL NOTICE.

Entrance examinations occur twice a year, — at the beginning of each term, — and at no other time.

Exercises of graduation occur once a year only, — namely, on the last day of the summer term, — and are always open to the public.

There is no session of the school on Monday. On other days the hours are from half-past nine o'clock to quarter to four, with an intermission of an hour a little after noon.

STUDENTS

PURSUING POST-GRADUATE STUDIES.

Martha Dowse Adams (A)	*Worcester.*
Effie Lillian Bennett	*Worcester.*
Addie Maria Blenus	*Worcester.*
Maria Fernald Bosworth (A)	*Worcester.*
Maud Loetta Davis (A)	*Worcester.*
Mary Blake Dudley (A)	*Worcester.*
Mary Jessie King	*Middleville, N.Y.*
Harriet Lightbourn	*Worcester.*
Ella Jane Lyford	*Spencer.*
Anna Gertrude Melanefy (A)	*Worcester.*
Annie Ward Newell (A)	*Millbury.*
Edith Marietta Rolston (A)	*Worcester.*
Minnie Willietta Sherman	*Worcester.*
Marion Capitola Tucker	*North Brookfield.*
Marina Harwood Tucker	*North Brookfield.*

UNDERGRADUATES.

N.B. — Students whose names are marked with (A) have, besides passing through the regular course of study, served for a half-year as apprentices (see p. 13) in the public schools of the city of Worcester.

FIRST CLASS—JANUARY, 1885.

Katherine Blanche Adams	*Worcester.*
Mary Louise Burroughs	*Boxborough.*
Minnie Jennie Condy (A)	*Worcester.*
Emma Florence Davis	*Shrewsbury.*
Cora Bell Drew	*Burlington, Vt.*
Anna Gertrude Foley (A)	*Worcester.*
Julia Elizabeth Green (A)	*Worcester.*
Lucy Maria Green (A)	*Worcester.*
Catharine Aloysia Hackett (A)	*Worcester.*
Annie Maria Ham (A)	*Worcester.*
Carrie Adaline Hildreth (A)	*Worcester.*
Mary Anne McBride (A)	*Worcester.*
Ellen Gertrude McGillicuddy (A)	*Worcester.*

Mary Agnes Morrissey (A)	*Worcester.*
Delia Isabel Newbury (A)	*Worcester.*
Carrie Louise Paige (A)	*Hardwick.*
Ida May Parsons (A)	*Holden.*
Frances May Prentice (A)	*Westborough*
Hannah Sheehan (A)	*Whitinsville.*
Mary Elizabeth Talbot Tandy	*Athol.*
Ella Maria Wells (A)	*Deerfield.*
Alvena Betsy Williams (A)	*Paxton.*

FIRST CLASS — JUNE, 1885.

Ida Florence Buxton	*Worcester.*
Cora Augusta Cooley (A)	*Worcester.*
Amy Holbrook Dana (A)	*West Boylston.*
Minnie Alberta Davis	*Worcester.*
Carrie Elizabeth Dodd (A)	*Paxton.*
Emily Sophia Gaskill (A)	*Mendon.*
Emma Jane Goddard (A)	*Grafton.*
Sarah Wyman Hay (A)	*Worcester.*
Emma Eliza Hayward	*Ashby.*
Benjamin West Kinney (A)	*Worcester.*
Georgia Hudson Lakin (A)	*Paxton.*
Agnes Josephine O'Gorman (A)	*Worcester.*
Carrie Melinda Sweetzer (A)	*Worcester.*
Florence Mabel Waite (A)	*Pittsfield.*

APPRENTICES.

Alice Lucina Bainbridge	*Worcester.*
Alice Rosilla Barton	*Upton.*
Clara Harwood Bemis	*Spencer.*
Clara Louise Ela	*Worcester.*
Grace Rebecca Everett	*Worcester.*
Edith May Harding	*Worcester.*
Nelly Francene Monroe	*Rutland.*
Julia Agnes Quinn	*Worcester.*
Margaret Scott	*Burlington, Vt.*
Mary Elizabeth Talbot Tandy	*Athol.*
Carrie Alona Thompson	*Worcester.*
Alvena Betsy Williams	*Paxton.*

SECOND CLASS.

Cora Jane Ball	*Grafton.*
Addie Taylor Banister	*Worcester.*
Harriet Louise Brewster	*Westborough.*
Julia Meeker DeCamp	*Worcester.*

Mary Jennie Hart	*Worcester.*
Susan Rhoda Hartwell	*Oxford.*
Sarah Emma Hemenway	*Barre.*
Thomas Joseph Higgins	*Worcester.*
Carrie Lauretta Maynard	*Worcester.*
Elizabeth McFarland	*Sutton.*
Susan Augusta Peirce	*West Boylston.*
Abby Louise Penniman	*Worcester.*
Hattie May Ruggles	*Worcester.*
Annie Elisabeth Tucker	*Chelsea.*
Ella Maria Whitney	*Upton.*
Carrie Howard Wilmarth	*Worcester.*
Henrietta Maria Wright	*East Templeton.*

THIRD CLASS.

Ollie Minerva Barnes	*Worcester.*
Annie Josephine Butterfield	*Worcester.*
May Elsie Chapin	*Worcester.*
Albert Swain Colburn	*Shirley Village.*
Josephine Pauline Convery	*Worcester.*
Caroline Gertrude Cooke	*Worcester.*
Amelia Louisa Diemar	*Worcester.*
Sarah Elizabeth Earley	*Spencer.*
Carrie Lincoln Fletcher	*Worcester.*
Addie Maria Harthan	*Worcester.*
Hattie Emma Higgins	*Worcester.*
Marion Holbrook	*Worcester.*
Florence Holman	*West Millbury.*
Mary Alice Johnson	*Westborough.*
Abbie Curtis Knight	*Worcester.*
Kate Etta Leavey	*Woodstock, Conn.*
Edith Genevieve Loring	*Westborough.*
Fanny Richards Brewer Macomber	*Worcester.*
Edith Maria Marsh	*Leicester.*
Emma Martha McCormick	*Worcester.*
Hattie Louise Partridge	*Worcester.*
Lucy Reed Poland	*Leominster.*
Cora Deborah Elizabeth Robinson	*Worcester.*
May Caroline Rogers	*Worcester.*
Mary Maud Sherman	*Worcester.*
Kate Emogene Smith	*Worcester.*
Lilian Ainsworth Smith	*Dudley.*
Florence Sherman Waite	*Worcester.*
Lizzie Helen Wallis	*North Oxford.*
Margaret Louisa Walsh	*Worcester.*

FOURTH CLASS.

Lottie Louise Ball	*Worcester.*
Alice Harriette Belding	*Worcester.*
Hattie Augusta Burgess	*Worcester.*
Mary Jane Campbell	*Worcester.*
Catherine Louise Carr	*Milford.*
Jennie Ambrose Casey	*Worcester.*
Belle Josephine Clarke	*Westborough.*
Lulu Louise Clarke	*Worcester.*
Anna Burgess Collier	*Worcester.*
Margaret Anne Connolly	*Worcester.*
Florence Lane Cota	*New Braintree.*
Mary Agnes Cunningham	*Worcester.*
Mary Anastasia Daniels	*Worcester.*
Anna Maria Dean	*Worcester.*
Catherine Teresa Donnelly	*Worcester.*
Helen Augusta Fay	*Athol Centre.*
Ellen Ann Fielding	*Clinton*
Mary Ages Flynn	*Worcester.*
Minnie Isabel Gage	*Worcester.*
Jeannette Elizabeth Gates	*Worcester.*
Ida Josephine Griffin	*Spencer.*
Sadie Haynes Grout	*Worcester.*
Fanny Maria Hamilton	*Worcester.*
Margaret Mary Hanley	*Worcester.*
Mary Milton Harvey	*Worcester.*
Kate Maria Healy	*Worcester.*
Minnie Eliza Howe	*Millbury.*
Elva Catherine Jankins	*Worcester.*
Nellie Gertrude Jerome	*Worcester.*
Cora Emma Kemp	*Worcester.*
Marietta Knight	*Worcester.*
Honora Lucy Murphy	*Worcester.*
Mary Jane Newton	*Greenfield.*
Abigail Loretta O'Hara	*Worcester.*
Helen Louise Osborn	*Worcester.*
Mary Teresa Power	*Worcester.*
Miriam Frances Proctor	*Spencer.*
Alice Irene Prouty	*Spencer.*
Mary Ellen Reynolds	*Worcester.*
Olive Russell	*Worcester.*
Mary Ann Agnes Short	*Worcester.*
Juliette Winnifred Smith	*Quinsigamond.*
Minnie Belle Stearns	*North Leominster.*
Louise Adelia Stockdale	*Worcester.*

Helen Frances Walker . . . . . *Latrobe, Penn.*
Jenny Woodward . . . . . *Worcester.*
Bertha Caroline Yeaton . . . . . *Worcester.*

SPECIAL STUDENT.

Frank Le Roy Johnson (Grad. Vt. State Nor. Sch.), *Worcester.*

SUMMARY OF NUMBERS.

Graduates	15
First Class (January, 1885)	22
First Class (June, 1885)	14
Apprentices	12
Second Class	17
Third Class	30
Fourth Class	47
Special Student	1
	158
Deduct for names printed twice	2
Total members for the year	156

Circular of Information.

HISTORICAL.

The following extract from the Thirty-seventh Annual Report (1872–73) of the Board of Education gives in outline a history of the establishment of this school: —

"By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the City of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors a tract of land of not more than five acres, to be located by the Governor and Council, within certain limits fixed in the Resolve. An appropriation of sixty thousand dollars was made upon condition that the city of Worcester should pay the Board of Education for the purposes named in the Resolve the sum of fifteen thousand dollars. This condition was promptly complied with. The tract was located by the Governor and Council Sept. 2, 1871; and on the nineteenth day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

"The tract of land located is upon Hospital Hill in Hospital Grove (formerly so called), within a short distance from the new Union Depot now in process of erection, — a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished."

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The eminence upon which it stands commands a view of city, village, and country, for many miles around.

The exercises of dedication took place on Friday, Sept. 11, 1874; and on the following Tuesday (Sept. 15) the school was opened to pupils.

DESIGN OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal Schools, as follows: —

"The design of the Normal School is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

"To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and, third, of right mental training.

"The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

"STUDIES.

"TWO-YEARS' COURSE.

"Arithmetic, Algebra, Geometry, Book-keeping.

"Physics, Astronomy, Chemistry.

"Physiology, Botany, Zoölogy, Mineralogy, Geology, Geography.

"Language, Reading, Orthography, Etymology, Grammar, Rhetoric, Literature, Composition.

"Penmanship, Drawing, Vocal Music, Gymnastics.

"Psychology, Science of Education and Art of Teaching, School Organization, History of Education.

"Civil Polity of Massachusetts and of the United States, History, School Laws of Massachusetts.

"FOUR YEARS' COURSE.

"In addition to the studies named above, the Four-Years' Course includes Advanced Algebra and Geometry, Trigonometry, and Surveying.

"Advanced Chemistry, Physics, and Botany.

"Drawing, English Literature, General History.

"Latin and French required; German and Greek as the Principal and Visitors of the school shall decide.

"The Visitors, at the request of the Principal of the Worcester School, may have authority to substitute German for French, as they think the interests of the school from time to time demand.

"The above is an enumeration of the studies. The order of the studies in the course is determined by the Principal of each school, with the approval of the Visitors of that school."

APPRENTICESHIP.

In addition to the work of the study and the class-room, systematic observation of schools and actual practice in teaching, under the joint supervision of the city superintendent of schools and the faculty of the Normal School, constitute an important element in our course of training.

The general character of what is known in this school as the "apprenticeship" is this: The student, after three terms, or a year and a half in the Normal School, is allowed to go into one of the public schools of the city of Worcester to serve as assistant to the teacher of that school; to take part in the instruction, management and general work of teaching, under the direction of the teacher; and even to act as substitute for the teacher for an hour, a half-day, or a day, at the discretion of the latter and with the approval of the superintendent. One student only at a time is assigned to any one teacher; but each student serves in at least three grades of schools in the course of his term of service, the duration of which is six months, or half a school year. After finishing his apprenticeship, the student resumes his course at the Normal School, spending another half year there before receiving his diploma.

During the period of apprenticeship, four days of each week are devoted exclusively to it by those employed in the work. One day of the week (Wednesday) is spent by them in the Normal School, where they are employed, not in the ordinary study and work of the institution, but in the following manner: —

They hold such consultation with the teachers of the school, and make such use of books, as may be most helpful to them in their immediate work as apprentices.

They make informal statements to the school of such facts of their experience as may be of advantage to the other students to hear, — concerning ways of teaching, cases of discipline, and the like, — keeping in mind always the private character of the daily

life of the school-room, and under special warning against revelations that might seem objectionable.

Each apprentice keeps a diary of the occupation and experience of every day's service, and this record is inspected by the faculty of the Normal School. He also makes out a report at the end of his term, in which he gives his own estimate of his success in his work.

The following copy of a diary kept by one of the apprentices, not however with any notion of its being printed, gives an account of a week's experience: —

Monday, March 9, 1885. — Instead of having the children read wholly from the readers, we let one class read from slips of paper upon which Miss —— and I have, as we had time, been copying selections from another book. I should have thought the children would have liked it very much for a change, but they did n't seem to like it any better than reading the usual lessons. I think the reason was that, as every slip was different, those who were not reading had to sit up and listen, and could n't even prompt or correct mistakes — they like to have some active part in what is going on.

I have occasionally, as I had time at noon, drawn some picture on the blackboard. One night after school, pointing to a picture of a rabbit on the blackboard, I asked a boy what it was "Rabbit," he answered, quickly. "How did you know?" "Long ears," was his brief reply.

Tuesday, March 10. — Each morning, after the opening exercises, the children have singing and also usually some individual exercise in music. Although most of them have been in school less than two years they seem very skilful in reading the notes by letter and in singing from numbers that are put on the board, thus, — 1, 2, 3, 2, 3, 3, 1, 3, 2, 4, 5, 3, 1, 1. If they are giving attention and keep the place, they can follow the changes almost perfectly. Once in a while, when they are singing, some boy will try to put in variations by singing up on *very* high notes. The rest usually pay no attention to this, but sing on in correct tune.

To-day I told the first class that they might write a story about a boy and girl who went a-fishing, making it up and writing whatever they pleased Some went directly to writing, while others had to think quite a while. Finally, one boy said, "I don't know how to commence." I told him to say, "Once upon a time," if he could n't think of anything else. Most of them had a more original beginning. One girl covered both sides of her slate.

One of the shorter ones was something like this:

"John and his sister went with him and they caught six of them they were nice and then they took them home and skin them with a

knive and eat them and they were nice and every one has a pice and they did look good they ate them all up an did not saye I don't like fish."

WEDNESDAY, March 11. — At the Normal School. One of the teachers talked to us to-day about teaching children the sums of certain numbers at sight. If the children could learn the sums of some numbers and remember them, it would save them some time and trouble, I should think. If they could only remember that 2+2=4, 3+1=4, 2+3=5, etc., without counting up, it would help them say their tables and do combination examples.

During one of the periods, as we did not have enough to talk about in connection with our school work, the teacher commenced reading a very interesting story to us. It is an English translation of a Danish drama, and I hope we shall hear the whole of it

On the platform we apprentices sang the "action song" that we have been learning. I feared that some of us would laugh, but we succeeded in keeping sober.

THURSDAY, March 12. — This afternoon there were three lady visitors in our school. It has previously seemed to me that these children had n't learned the art of "showing off," or of acting differently when visitors are in, but to-day they seemed a little conscious of being watched and were quite mischievous and ready to laugh. Once in a while the ladies would see something that they could not help laughing at, and that seemed to please the boys and they laughed too.

The teacher asked me this afternoon to tell the children a story. So I told them one that I happened to hear read last evening, "The Dog of Flanders." I changed it a little, so that it should have a pleasant ending. The children are always quiet and orderly when a story is told to them.

The teacher suggested that I have the children recall and write some time to-morrow a part of the story I told to-day.

FRIDAY, March 13 — To-day I gave the drawing lesson to the second class, instead of to the whole school, as I usually do. I like better to give it to the whole school, there seems to be more interest, and better attention is given.

Yesterday we drew an ellipse and then changed it into a locket. To-day I told them to make the same thing that we drew yesterday. Quite a number remembered and drew the locket

Two of our nice girls left school to-day. The school has, all the time, many more boys than girls. I wondered why, until my teacher told me that a great many of the girls go to the Sisters' School.

One of our big boys cried with toothache this morning. I pitied him, and I guess the teacher did, for she sent him home at recess. He did

not come back this afternoon. Just after school I saw him on Front Street selling papers and looking as well as usual.

The apprenticeship is designed to give the student practical acquaintance with the work of teaching, and training in that work. It is founded in the conviction that, whether education be a science or not, teaching in the public schools of Massachusetts is an art, — an art to the successful practice of which there is need of some initiation under the guidance of experience and skill; an initiation akin to that which an apprentice passes through in learning his trade.

A secondary purpose is to furnish the faculty of the Normal School with more full and satisfactory data for their estimate of the teaching ability of students. How the recruits will behave under fire cannot be determined by drill in the manual, or by dress-parade. The apprenticeship goes far toward answering the important question. The apprentice is visited by the faculty of the Normal School while engaged in his work, and is carefully observed and assisted by suggestions. The teacher of each school in which he has served makes out a report in the following form: —

[STATE NORMAL SCHOOL AT WORCESTER]

Report of the Apprentice-Work of .....

Grade .... Street School.

Time from ..... to .....

Scale, 10 — Use no fractions.

No. of Absences.	No. of Tardinesses.	Power of Control.	Power of Interesting.	Skill in Questioning.	Skill in Explaining and Illustrating.	Enthusiasm.	Bearing.

1. What traits of excellence (if any) have been shown in teaching or management?

2. What weakness or deficiency?

[Signature] .....

The additional six months of preparation required by the system under consideration secure to the student greater maturity of body and mind. The need of such maturity is apparent in the case of the majority of those who enter upon the work of teaching.

That the object of the apprenticeship is attainable by the plan adopted, is not merely probable, but is already matter of experience. The method, although believed to be new in this country, is not in itself a thing new or untried.

The German system of public education requires of the candidate for the office of teacher a season of service under direction, of probation under supervision, the essential elements of which are embodied in this apprenticeship. Something like it also prevails extensively in England.

Moreover, the method is simply the extension of one that was for five years in successful operation in this school. The students are found to derive from their experience a fresh interest in their chosen work. They realize the practical bearings of the principles and methods they have studied; they acquire the "courage of having done the thing before;" they test their remedies for the school diseases of inattention, disobedience, and the like, by trial on actual patients; they acquire skill that is of vast moment to them at the critical period when they take charge, as teachers, of their first school.

It is no small evidence of good results that the school board of the city of Worcester heartily approve the system on the ground of the benefit accruing indirectly to the city schools, through the greater fitness of the apprentices to become teachers.

As the student of the Normal School who passes successfully through the period of apprenticeship receives a certificate of the fact in connection with his diploma at graduation, the extra time required for the experience must in almost every case be more than made good by the greater probability of securing a position, and the greater likelihood of success at the outset of the teacher's career.

There are, however, individuals in the school for whom it is impossible or impracticable to undertake this special preparation. The apprenticeship is not enforced upon any student; it is simply recommended. Individuals who do not enter upon it enjoy all the advantages of the school with this single exception.

CONDITIONS OF ADMISSION.

The required age is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character, must have good health, must promise a faithful observance of school regulations, and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation. The course need not be pursued *continuously* to the end; students may, and often do, obtain leave of absence, to teach, and resume their work afterwards.

To such as intend to teach in the public schools of Massachusetts, whether residents of this State or not, tuition is free; those intending to teach in other States, or in private schools, are required to pay in advance fifteen dollars a term (thirty dollars a year) for tuition. A fee of two dollars a term in advance is required of each pupil to meet incidental expenses.

Pupils who withdraw from the school without permission of the principal must pay at the rate of fifteen dollars a term for the tuition they have received.

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches: viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

Students are not admitted to advanced classes, and must not expect to complete the elementary course in less than two years.

College and normal-school graduates only are received as special students.

The scope and character of the examinations are indicated by the "Questions" printed in the Appendix.

The regular examination begins on the first day of each term; and applicants must be present at that time, unless detained by sickness or other imperative and unforeseen necessity.

The examination continues through two days; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

Candidates for admission may present themselves for examination six months, or even a year, before they expect to join the

school, and are advised to do so, if convenient, for the sake of becoming better acquainted with the nature of the requirements.

GOVERNMENT AND DISCIPLINE.

Pupils are confronted with no code of rules. The school is governed through the suggestions, counsels and persuasions of the teachers. The importance of morals is emphasized by interrupting and postponing the regular exercises whenever moral exhortation or warning is needed. Nothing short of regular attendance, good behavior, and full allegiance to the school in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.

HEALTH.

Pupils are instructed in the care of their health, and are assisted to put such instruction into practice.

They are carefully watched and are advised individually according to their needs.

In the study of physiology much effort is made to give to the instruction and investigations a practical turn, to deal with living questions of hygiene as they arise in every-day life, especially such as have a personal interest and importance to the pupils.

Ample and frequent recesses are not only allowed, but insisted on. No pupil is ever occupied with study or recitation more than forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, in free social enjoyment. The intermission allowed for this repast is one hour long, and study is not allowed to infringe upon a moment of it.

Care is taken that, along with admonitions against hurry, time enough be given in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school-work. Those who find themselves ill, or

too much fatigued for duty, are advised to take immediate rest; and a quiet room, one of the lightest and pleasantest in the building, is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading-matter; and here any student may find, at the moment of need, quiet and rest. It should be added, that no instance of abuse of this privilege has come to our knowledge; while its value as a sanitary appliance has been fully proved.

INCIDENTAL ADVANTAGES.

The city of Worcester is rich in means of culture; and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well-arranged museum of the Worcester Natural History Society is open for inspection, and specimens in all departments can be borrowed by teachers and students and taken to the school for purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American History.

The Free Public Library is much used by students of the Normal School. This consists of a large and well-endowed reference library, and of a circulating department which is generously supported. Connected with it are reading-rooms supplied with upwards of one hundred and seventy-five papers and periodicals. The use of this institution is free in all its departments; and students are encouraged to avail themselves of its facilities, and politely assisted in pursuing investigations.

RAILROAD FARES.

All the lines of railroad centering in Worcester issue season tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

Students are advised, however, to board in the city, if possible. Not much is saved pecuniarily by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at serious disadvantage.

ACCOMMODATIONS AND EXPENSES.

There is no boarding-house connected with the school; but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. The principal willingly assists all who apply.

The average cost of board (generally including room, fuel, light, and washing) to those now in attendance who are away from home has been ascertained to be about four dollars per week.

The necessary incidental or miscellaneous expenses have averaged about four dollars and a half for each pupil for the term.

These averages imply strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

STATE AID.

The Commonwealth has regularly appropriated several hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

INVITATION.

The parents and friends of the pupils, and all others who are interested in schools, are cordially invited to visit this institution, and to observe for themselves its daily working.

The school committees of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school, — especially designed, as it is, to aid them in their work of improving our public instruction, — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

There is no session of the school on Monday. On other days the hours are from half-past nine o'clock to quarter to four,

with an intermission of an hour a little after noon. This arrangement has been found the most convenient for ninety-six per cent. of the pupils.

ACKNOWLEDGMENTS.

The gift of many fresh specimens of tropical vegetation from the West Indies, by Capt. V. P. Parkhurst, of East Templeton.

The gift of a large Fossil Footprint, by Hon. Hamilton B. Staples, of Worcester.

The gift of valuable botanical specimens, by Mr. George Coult, of Worcester.

The gift of interesting minerals from the National Park, by Mrs. Frances M. Baker, of Worcester.

COMMUNICATIONS

May be addressed to the principal, or to Hon. E. B. Stoddard, chairman of the Board of Visitors, Worcester.

APPENDIX.

Questions used at the Entrance Examination (written part), February, 1885.

These questions are printed merely to indicate in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School committees, teachers, and others may receive copies of the examination questions regularly by applying to the principal.

UNITED STATES HISTORY.

(*A*) What text books in this branch have you studied?
(*B*) What books relating to the subject have you read?

1. Write a short account of the Indians, and especially state what you know of their present condition and prospects.
2. How came Europeans to discover and settle this country?
3. How did it happen that there were so many colonies?
4. What made the colonies unite at all, and what prevented their forming "a more perfect union"?
5. Give a short description and history of our Constitution.
6. Write a list of the Presidents since 1850, including the president-elect.
7. What presidents have been generals, and in what wars did they serve?
8. Make a list of the wars we have had, with such brief explanations or comments as occur to you.
9. What is "civil service reform"?
10. Choose one:
    (*a*) What has the President to do with making the laws?
    (*b*) Who are the U. S senators from Massachusetts?
    (*c*) Who was Benjamin Franklin?
    (*d*) What do southern people say they fought for in the late civil war?

GEOGRAPHY.

(*A*) How long since you studied geography?
(*B*) What text books have you used?

1. (*a*) What season is it in China?
(*b*) Is it night or day at the South Pole?
(*c*) When are the days and nights equal?
(*d*) What is the shape of the earth's orbit?
(*e*) In what direction does the earth rotate?

2. (*a*) Which continents are crossed by the equator?
(*b*) Which are wholly in the eastern hemisphere?
(*c*) Which are crossed by the prime meridian?
(*d*) Which one extends farthest south?
(*e*) What country directly east of Mexico?

3. (*a*) Which is warmer, Greenland or Norway?
(*b*) What wind brings clear weather?
(*c*) What does falling barometer indicate?
(*d*) Is the greatest rainfall in the equatorial, temperate or polar regions?
(*e*) What is the direction of the trade winds in the northern hemisphere?

4. (*a*) How many high tides are there in one day?
(*b*) Name a cold current in the Atlantic.
(*c*) Name a warm current in the Pacific.
(*d*) What is the direction of the equatorial current?
(*e*) Does the Gulf Stream help or hinder a ship going from Liverpool to New York?

5. Fill in what you can of the following:

	Capital.	River.	Lake.	Mountains.
Bolivia, ...				
Switzerland, . . .				
Siberia, ...				
Ethiopia, ...				
New South Wales, . .				

6. Fill in what blanks you can in the following:

The German Empire consists of four kingdoms, namely, ———, ———, ———, ——— ; three free cities, ———, ———, ——— ; two imperial provinces, ———, ——— ; besides, ———, ———. The present ruler is ———, and the government is, ———.

The capital is ———, in the kingdom of ———. The surface of the northern part is ———, while the southern part is ———. Famous for its art galleries is ——— in Saxony, while ——— on the Rhine, is noted for its cathedral. Near the mouth of the ——— is ———, one of the chief commercial cities of Europe.

7. *United States.*
   (*a*) Where are the Great Plains?
   (*b*) Where is the Great Basin?
   (*c*) Where is the Cotton Belt?
   (*d*) Where is the oil region?
   (*e*) What are the chief imports?

8. *Massachusetts.*
   (*a*) What counties are on the Atlantic coast?
   (*b*) Name the principal mountains.
   (*c*) For what is Berkshire county noted?
   (*d*) What are some of the principal schools and colleges?
   (*e*) What is manufactured in the state?

9. (*a*) Name three plants characteristic of the torrid zone.
   (*b*) Three fruits from southern Europe.
   (*c*) Two animals, natives of South America.
   (*d*) Some of the minerals found in Austria.
   (*e*) What foodstuffs are imported by Massachusetts?

GRAMMAR.

"In the first autumn after the opening of the school, each boy that chose to do so, made a box of planks, fitted one end with a door that would fall at the touch of a trigger, and having found a promising spot, there set his trap."

1. *Autumn:* Proper or common noun?
2. Write the principal parts of all the verbs in the sentence.
3. "Each boy that chose to do so": Parse *each*, *that*, *to do*, and *so*.
4. Write separately each "clause" of the sentence.
5. Write three "adverbial phrases" found in the sentence.
6. Parse *having found*, *would fall*, and *promising*.
7. What is the "subject" of *set*?
8. Write every word that is used in the sentence as the "object" of a verb.
9. Change the sentence in such a way as to put the verbs *made* and *set* into the "passive voice."

ARITHMETIC.

(*A*) How long is it since you studied Arithmetic?

(*B*) What text-books have you used?

As the examiners wish to see every step in the solutions, all the figuring must be handed in. Decimals are to be carried three places and no more.

1. (*a*) How many dozen in a gross?
   (*b*) How many sheets in a quire?
   (*c*) How many liters in a hektoliter?
   (*d*) How many inches in a cubit?
   (*e*) How many lunar months in a year?
2. A pile of wood is 48 ft. long, 4 ft. wide, and $3\frac{1}{2}$ ft. high. How much is it worth at $8.50 a cord?
3. Define the following terms: cube root, common multiple, discount, premium, stock.
4. A sum of money being put on interest at 6 per cent. gained $462 in 3 yrs. 8 m. What was the principal?
5. Write a receipted bill for 8 quires of paper at 20 cents a quire, 4 packages of envelopes at 15 cents a package, and 1 dozen pens at 10 cents.
6. How long is one side of a square field which contains 4 times as much land as a rectangular field 169 rds. long and 196 rds. wide?
7. $$\frac{17\frac{1}{2} \div 2\frac{2}{4}}{1\frac{1}{2} \times 4\frac{2}{3}} = ?$$
8. A had $8,424, B had $3,648, and C had $6,000. B lost $1,216 and then borrowed $\frac{1}{3}$ of A's and $\frac{1}{5}$ of C's, and invested what he then had and doubled it, lacking $500. He then returned the money he borrowed, paying 5 per cent. for the use of it. How much money had each after the transaction?
9. *Solve by proportion:*
   If 12 men build a wall in 25 days how long will it take 60 men to do the same work?

SPELLING.

1. cowardice.
2. gorgeous.
3. conjure.
4. mischievous.
5. calendar.
6. municipal.
7. antarctic.
8. anoint.
9. paltry.
10. bird's-nests.
11. ellipse.
12. analyze.
13. half-past two o'clock
14. comparative.
15. embargoes.
16. analysis.
17. acquiesce.
18. volatile
19. encylopædia.
20. taciturn.
21. emollient.
22. evanescent.
23. dentifrice.
24. superintendent.
25. cynical.
26. conscientious
27. ingratiate.
28. fragility.
29. comprehensible.
30. friendliness.
31. cemetery.
32. symmetrical.
33. grammar.
34. psychology.
35. meridian.
36. vertical.

GRADUATES.

NOTE. — All the graduates have been examined and approved as teachers for the schools of Worcester by the examining committee of the School Board of the city.

First Class, July, 1876.

NAMES.	RESIDENCES.
Lydia Walker Ball	*Upton.*
Harriette Crook	*Valley Falls.*
Ella Eudora Goddard	*Worcester.*
Ella Jane Lyford	*Spencer.*
Joseph Chauncey Lyford	*Spencer.*
Marianna Newton	*Worcester.*
Alice Vara Proctor	*Spencer.*
Hannah Arabella Tucker	*North Brookfield.*
Celia Eliza Whiteman	*Le Roy, N. Y.*
Fanny Alberta Williams	*Worcester.*

Second Class, January, 1877.

Frances Maria Athy	*Worcester.*
Effie Lillian Bennett	*Worcester.*
Sarah Ann Boyd	*Cherry Valley.*
Florence Emily Brown	*East Douglas.*
Harriet Abigail Brown	*East Douglas.*
Mary Ellen Cecilia Carroll	*Worcester.*
Jennie Luliona Dearborn	*Worcester.*
Clara Amelia Grout	*Worcester.*
Milly Jane Hall	*Upton.*
Gertrude Hawkins	*Fitchburg.*
Augusta Seaver Houghton	*Wilkinsonville.*
Annie Devereaux Johnson	*Worcester.*
Helena Adelaide Marie Kalaher	*Worcester.*
Gertrude Mitchell King	*Nantucket.*
Margaret Jane McCann	*Worcester.*
Mary Elizabeth Murphy	*Worcester.*
Jeannette Maria Putnam	*Northbridge.*

Third Class, July, 1877.

NAMES.	RESIDENCES.
Carrie Maria Adams	*Worcester.*
Emma Abbie Bigelow	*Holden.*
Ida Frances Boyden	*Oakham.*
Jennie Ellis Chandler	*Duxbury.*
Bessie Alice Chase	*Worcester.*
Josepha Percy Chase	*Worcester.*
Katie Agnes Coughlin	*Worcester.*
Mabel Crane	*Blackstone.*
Mary Rebecca Doherty	*Worcester.*
Eliza Ann Fairbanks	*Westborough.*
Ellen Montgomery Fitts	*Worcester.*
Mary Elizabeth Fitzgerald	*Worcester.*
Ida Louise Gaskill	*Blackstone.*
Ella Eudora Hall	*Worcester.*
Mary Field Harrington	*Worcester.*
Anna Beatrice Hopkins	*Worcester.*
Olive Rice Jenks	*Spencer.*
Lucia Naomi Jennison	*East Templeton.*
Mary Anne Kean	*Worcester.*
Anna Maria Murray	*Worcester.*
Katie Ann McCarthy	*Worcester.*
Minnie Willietta Sherman	*Worcester.*
Anna Maud Smith	*Worcester.*
Hattie Urania Thwing	*Worcester.*
Annie Teresa Timon	*Worcester.*
Isabella Livingston Tullis	*Worcester.*
Jennie Abbie Whitney	*Worcester.*

Fourth Class, January, 1878.

Lizzie Joanna Andrews	*Worcester.*
Addie Jane Booth	*Worcester.*
Ella Agnes Casey	*Worcester.*
Lizzie Edwina Chapin	*Worcester.*
Jennie Cora Clough	*Worcester.*
Edna Currier	*Worcester.*
Anna Crosby Cutting	*Templeton.*
Katie Anna Fallon	*Worcester.*
Addie Eliza Kendall	*Worcester.*
Armina Lillian Paul	*Worcester.*
Lilla Maria Rice	*Grafton.*
Fanny Louise Smythe	*Worcester.*
Marietta Sykes	*Blackstone.*
Mary Alice Winter	*Northbridge.*

Fifth Class, July, 1878.

NAMES.	RESIDENCES.
Nettie Eliza Adams	*Fitchburg.*
Elizabeth Estelle Bent	*South Gardner.*
Emma Frances Brown	*Worcester.*
Isabella Newton Eddy	*Leicester.*
Mary Abby Hayward	*Ashby.*
Mary Elizabeth Houghton	*Worcester.*
Isabel Pemberton Morey	*West Brookfield.*
Harriet Betsy Sargent	*South Gardner.*
Carrie Angelicia Smith	*Worcester.*
Nellie Blake Webber	*Worcester.*

Sixth Class, January, 1879.

Jennie Irene Adams	*Fitchburg.*
Hattie Woodward Arnold	*Westborough.*
Emma Buckley	*Worcester.*
Mary Rosalie Goddard	*Worcester.*
Mary Emma Hastings	*Westborough.*
Jennie Leonora Higgins	*Worcester.*
Effie Francis Kinne	*Plainfield, Conn.*
Katie Agatha McLoughlin	*Worcester.*
Hattie Stearns Putnam	*Worcester.*
Sarah Elizabeth Rogers	*Worcester.*
Adeline Estelle Sprague	*Worcester.*
Marion Capitola Tucker	*North Brookfield.*

Seventh Class, July, 1879.

Eugene Bacon	*Framingham.*
Mary Ella Clark	*Paxton.*
Susan Drake	*Spencer.*
Maggie Agnes Flaherty	*Worcester.*
Emma Lorette Giffin	*Templeton.*
Katie Elizabeth Kenney	*Worcester.*
Ellen French Lindsay	*Grafton.*
Henrietta Agnes Murray	*Worcester.*
Anna Harriet Newton	*Paxton.*
Edwin Thomas Painter, B. S.	*Worcester.*
Emma Miller Plimpton	*Northbridge.*
Mary Agnes Rourke	*Worcester.*
Mary Abbie Sanborn	*West Baldwin, Me.*
Abby Brewer Shute	*Auburn.*

Eighth Class, July, 1880.

NAMES.	RESIDENCES.
Sarah Maria Averill	*Plainfield, Conn.*
Cora Anna Baldwin	*Worcester.*
Mary Elizabeth Barnard,	*Harvard.*
Mary Mead Bowen	*Mianus, Conn.*
Mary Etta Buxton	*Worcester.*
Sarah Maria Davis	*Webster.*
Daisy Alice Miranda Fairchild	*Worcester.*
Hattie Grant Gates	*Worcester.*
Mary Gertrude Griggs	*Worcester.*
Etta Lorenda Hill	*West Upton.*
Caroline Elizabeth Howe	*Paxton.*
Mary Anne Kane	*North Brookfield.*
Harriet Lightbourn	*Worcester.*
Alice Eliza Meriam	*Worcester.*
Emma Sophronia Peirce	*Leicester.*
Nellie Louisa Pierce	*Chesterfield, N. H.*
Rosa Isabelle Seavey	*Worcester.*
Anna Philena Smith	*Cent'l Village, Conn.*
Maude Mary Smith	*Grafton.*
Marina Harwood Tucker	*North Brookfield.*

Ninth Class, July, 1881.

N. B. — Graduates whose names are marked with (A) have, besides passing through the regular course of study, served for a half year as apprentices (see page 13) in the public schools of the city of Worcester.

Selma Petronella Ahlstrom (A)	*Worcester.*
Hattie Bond Andrews (A)	*Worcester.*
Olive Maria Butler	*Worcester.*
Elida Maria Capen (A)	*Charlton.*
Rebecca Harlow Davie	*Worcester.*
Wilton Herbert Desper, B.S.	*Worcester.*
Edward Doolittle Fitch	*Worcester.*
Anna Trask Kelley (A)	*Worcester.*
Mary Emily McCormick (A)	*Worcester.*
Alice Caroline Mason (A)	*Worcester.*
Catherine Theresa Nevins (A)	*Nantucket.*
Georgiana Maria Newton (A)	*Worcester.*
Bertha May Peckham (A)	*Southborough.*
Elizabeth Nettie Robinson	*Templeton.*
Angenette Ethelinda Stone (A)	*Northbridge.*
Jennie Matilda Tainter (A)	*Worcester.*

Tenth Class, January, 1882.

NAMES.	RESIDENCES.
Florence Bicknell (A)	*Rowe.*
Alice Chapin (A)	*Auburn.*
Abbie Mitchell Dorr	*Southborough.*
Mary Blake Dudley (A)	*Worcester.*
Emma Gertrude Goodwin (A)	*Worcester.*
Abbie Calista Hale	*Hubbardston.*
Lizzie Frances Jones (A)	*Lunenburg.*
Fransess Dolbell Martin	*Worcester.*
Ida Marion McCambridge (A)	*Worcester.*
Elizabeth Adelaide Potter	*Worcester.*
Mary Ella Proctor (A)	*Worcester.*
Anna Bush Ranger (A)	*Worcester.*
Sarah Lydia Sawyer	*Fitchburg.*
Caroline Isabel Stone (A)	*Auburn.*
Mabel Burnside Tew (A)	*Worcester.*
Anna Laura Wells (A)	*Rowe.*
Mary Blanche Wheatly (A)	*Worcester.*

Eleventh Class, June, 1882.

Harriet Almira Baker	*Phillipston.*
Addie Maria Blenus	*Worcester.*
Anna Theresa Cavanough (A)	*Worcester.*
Louis Richards Condry	*Groton.*
Ann Foskett (A)	*Webster.*
Mary Elizabeth Horgan (A)	*Worcester.*
Mary Eliza Jenks (A)	*Spencer.*
Julia Ardelle Mann (A)	*Blackstone.*
Edwin Scott Mathews, B.S.	*Worcester.*
Grace Emily Pearl (A)	*Southborough.*
Ada Dora Saunders (A)	*Worcester.*
Jennie Melenda Sprout	*Worcester.*
Anna Daniels Stowell (A)	*Worcester.*
Mary Florence Stratton (A)	*Millbury.*

Twelfth Class, January, 1883.

Martha Dowse Adams (A)	*Worcester.*
Harriet Annie Colton	*Oxford.*
Mary Ellen Convery (A)	*Worcester.*
Hannah Mary Kickham (A)	*Worcester.*
Mary Catherina Morrissey (A)	*Worcester.*
Mabel Piper (A)	*Worcester.*
Anna Theresa Smith (A)	*Worcester.*

NAMES.	RESIDENCES.
Mary Celia Smith (A)	*Worcester.*
Etta Melissa Thayer (A)	*Worcester.*
Etta Theresa Whalen (A)	*Worcester.*

Thirteenth Class, June, 1883.

Ada Bartlett Braman	*Worcester.*
Minnie Anna Burgess Chase	*Worcester.*
Louise Frances Clark (A)	*Paxton.*
Mary Louise Gafney (A)	*Worcester.*
Alphonsine Talon L'Esperance (A)	*Worcester.*
Mary Frye Lewis	*Willimantic, Conn.*
Mary Agnes McGillicuddy	*Worcester.*
Mary Alice Marshall	*Still River.*
Jessie Moore Nichols	*Auburn.*
Jennie Mitchell Perrin	*Westborough.*
Alice Valentine Phelps	*Worcester.*
Estella Virginia Rolston (A)	*Worcester.*
Jeannie Elizabeth Sanderson (A)	*Worcester.*
Mary Gertrude Smith (A)	*Quinsigamond.*
Agnes Rose Stewart (A)	*Worcester.*
Abbie Josephine Taft (A)	*Worcester.*
Lizzie Minnie Urban	*South Westminster.*
Octavia Howard Vaughan (A)	*Worcester.*
Hattie Louisa White	*Boylston Centre.*
Margaret Osgood Whitney	*Worcester.*
Grace Carpenter Williams (A)	*Gardiner, Me.*

Fourteenth Class, January, 1884.

Mary Louise Blenus (A)	*Worcester.*
Daniel Henry Casey	*Worcester.*
Ellen Gertrude Daley (A)	*Worcester.*
Adelia Teresa Gauren (A)	*Worcester.*
Eliza Tainter Gilbert (A)	*Worcester.*
Eudora Estella Hay	*Worcester.*
John Edward Lynch	*Worcester.*
Nellie Abbie Robbins (A)	*Rochester, N. Y.*

Fifteenth Class, June, 1884.

Maria Fernald Bosworth (A)	*Worcester.*
Maud Loetta Davis (A)	*Worcester.*
Ellen Frances Fallon	*Worcester.*
Margaret Frances Hagan	*Worcester.*
Lilla Ingalls	*East Templeton.*
Mary Jessie King	*Middleville, N. Y.*

NAMES.	RESIDENCES.
Etta Rosella Leonard (A)	*Worcester.*
Mary McCann (A)	*Leominster.*
Anna Gertrude Melanefy (A)	*Worcester.*
Annie Ward Newell (A)	*Millbury.*
Helena Bridget O'Keefe (A)	*Worcester.*
Edith Marietta Rolston (A)	*Worcester.*
Mary Lucy Seavey (A)	*Worcester.*
Alice Alberta Tatman (A)	*Quinsigamond.*
Elizabeth Pickering Thompson	*Durham, N. H.*
Katy Adaline Wilder	*Sterling.*

Sixteenth Class, January, 1885.

Katherine Blanche Adams	*Worcester.*
Mary Louise Burroughs	*Boxborough.*
Minnie Jennie Condy (A)	*Worcester.*
Emma Florence Davis	*Shrewsbury.*
Cora Belle Drew	*Burlington, Vt.*
Anna Gertrude Foley (A)	*Worcester.*
Julia Elizabeth Green (A)	*Worcester.*
Lucy Maria Green (A)	*Worcester.*
Catharine Aloysia Hackett (A)	*Worcester.*
Annie Maria Ham (A)	*Worcester.*
Carrie Adaline Hildreth (A)	*Worcester.*
Mary Anne McBride (A)	*Worcester.*
Ellen Gertrude McGillicuddy (A)	*Worcester.*
Mary Agnes Morrissey (A)	*Worcester.*
Delia Isabel Newbury (A)	*Worcester.*
Carrie Louise Paige (A)	*Hardwick.*
Ida May Parsons (A)	*Holden.*
Frances May Prentice (A)	*Westborough.*
Hannah Sheehan (A)	*Whitinsville.*
Mary Elizabeth Talbot Tandy	*Athol.*
Ella Maria Wells (A)	*Deerfield.*
Alvena Betsy Williams (A)	*Paxton.*

SPECIAL STUDENTS,

WHO HAVE RECEIVED CERTIFICATES OF PROFICIENCY.

1881.

Francis Patrick McKeon, A. B.
Richard Henry Mooney, A. B.

1882.

Thomas William Butler.
Owen Henry Conlin, A. B.
Peter Andrew Conlin, A. B.
Edward Aloysius Quinland, A. B.

1883.

Arthur Hay, A. B.

SUMMARY OF NUMBERS.

Number in the First Class	10
Number in the Second Class	17
Number in the Third Class	27
Number in the Fourth Class	14
Number in the Fifth Class	10
Number in the Sixth Class	12
Number in the Seventh Class	14
Number in the Eighth Class	20
Number in the Ninth Class	16
Number in the Tenth Class	17
Number in the Eleventh Class	14
Number in the Twelfth Class	10
Number in the Thirteenth Class	21
Number in the Fourteenth Class	8
Number in the Fifteenth Class	16
Number in the Sixteenth Class	22
Total number of graduates	248
Number of Certificated Students	7

ANNIVERSARY ADDRESSES

Have been given by the following persons: —

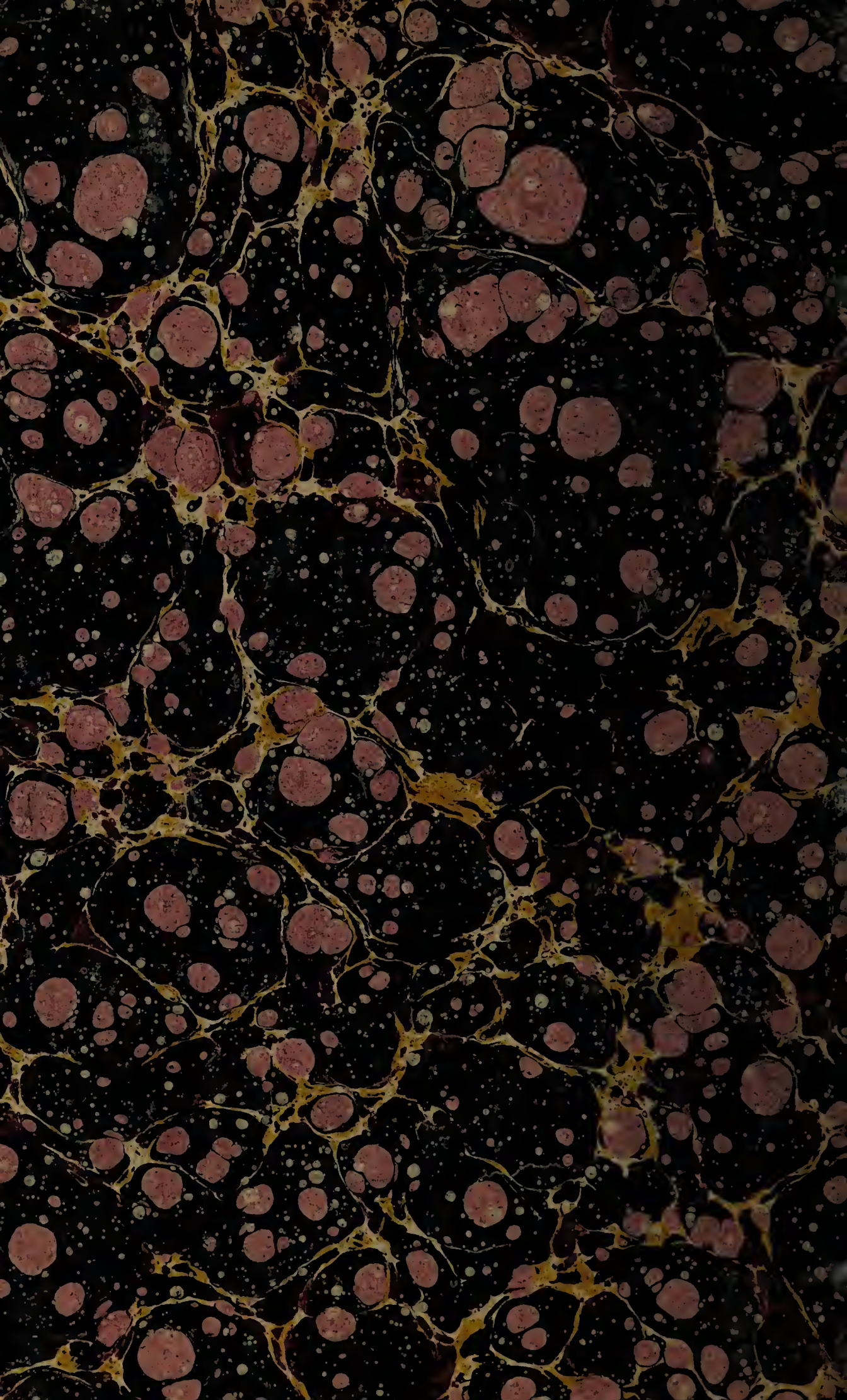
In 1877, by William T. Harris, LL.D., of St. Louis.
In 1878, by Rev. Thomas Hill, D.D., of Portland, Me.
In 1879, by Alexander H. Rice, LL.D., of Boston.
In 1880, by Mrs. Julia Ward Howe, of Boston.
In 1881, by Rev. Francis Tiffany, of West Newton.
In 1882, by Hon. James W. Patterson, LL.D., of Hanover, N. H.
In 1883, by Mrs. Ednah D. Cheney, of Boston.
In 1884, by Prof. G. Stanley Hall, Ph.D., of Baltimore.

EXTRACT FROM THE FORTY-EIGHTH ANNUAL REPORT OF THE STATE BOARD OF EDUCATION (pp. 43-44).

"The Visitors [of the Worcester School] report with satisfaction the continued prosperity and usefulness of this School. It has completed the first decade of its existence. From the first all the energies of its instructors have been devoted to the one end of improving the public schools of the Commonwealth through better teaching and better management.

"No person has ever been admitted to this school as a pupil, who did not come with singleness of purpose to prepare for the vocation of a teacher. A high standard of scholarship and discipline has been maintained, and an enlightened and liberal professional spirit has been breathed into its students. Its influence has been widely felt, and its reputation stands high in the community from which it draws its support.

"The records of the school, since its establishment ten years ago, show a membership of six hundred and one (601) students. Fifteen classes have been graduated, numbering, in the aggregate, two hundred and twenty-six (226). Not less than ninety-five (95) per cent. of these graduates have rendered faithful and valued service for terms of some length as teachers in the public schools of the State; and more than seventy (70) per cent. are teaching in those schools to-day.

"There is abundant evidence that these teachers are doing their work in accordance with sound principles, and that these principles are applied with good sense and due regard to the needs and wishes of the community.

"It has been the constant aim of the school to prepare teachers who should prove to be not only well qualified for their duties, but acceptable to those who employ them, and it is the belief of the Visitors, founded upon testimony from many quarters, that in this respect the school has been remarkably successful. During the current year [1884] the harmony, interest, and efficiency of the school have been fully sustained."